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ABSTRACT

This guide is intended for use in providing competency-based prevocational instruction in business and office occupations programs. Addressed in the individual units are the following topics: career awareness (career planning, decision making, and educational planning); personal assessment; the business and office cluster (bookkeeper, word processing operator, legal secretary, hotel/motel manager, personnel assistant, bank teller, and receptionist); human relations; office procedures (input, process, output, and distribution/communication) and office equipment (computer printers, copiers, and duplicating equipment); safety; and job success (job application, followup letters, employer expectations, techniques in finding and keeping a job, and time management). Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the tests and activities. (MN)

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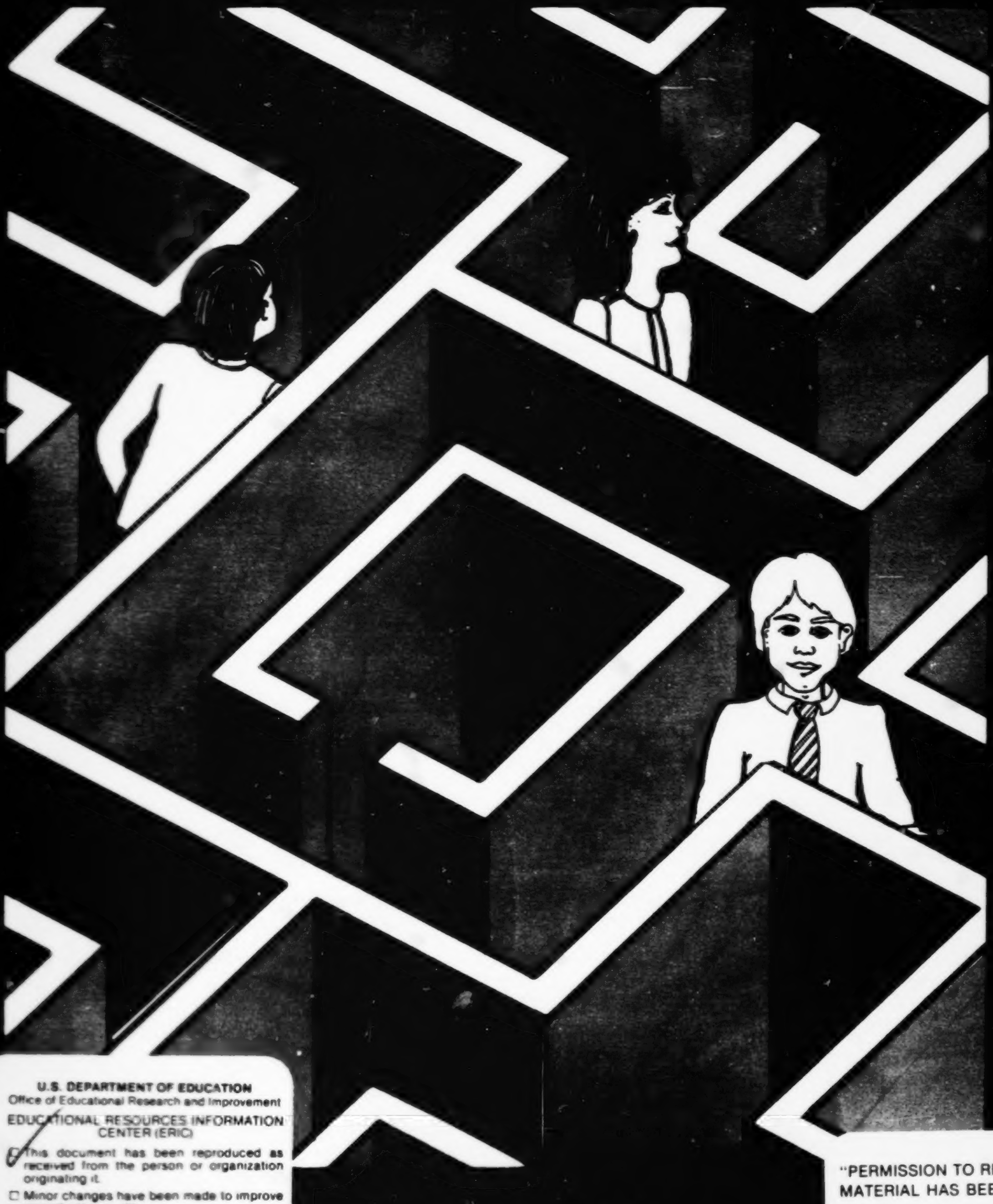
OFFICE CAREERS

Pre-vocational Office Education



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Teacher's Guide

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BO-171-TG

OFFICE CAREERS

Teacher's Guide

Prepared by
Theressa Powell

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Appreciation is extended to the many individuals who contributed their time and experience to the development of this book, Office Careers. Credit is extended to Bob Gordon, Office Education Director and the staff of the Division of Occupational Education and Technology for their direction and leadership in initiating and supporting this effort.

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PREFACE

Office Careers was prepared to provide quality instructional materials for Prevocational Office Education programs in Texas. The Occupational Curriculum Laboratory is currently developing and disseminating competency-based materials under contract with the Texas Education Agency for both secondary and postsecondary programs. All publications and instructional materials are developed by curriculum specialists who are experienced instructors and are validated for technical content by business and industry and field-tested by teachers and students across the state.

This guide serves as an excellent basis for achieving the Prevocational Office Education essential elements mandated by the Texas Education Agency. The purpose of developing these instructional materials is to make them easily usable by both the teachers and the students; therefore, suggestions and comments about this instructional guide are requested.

INTRODUCTION

This guide was developed for Prevocational Office Education programs. Using objectives rated as necessary for the success of the program and the essential elements for prevocational education, the guide is formatted in units of instruction to assist in the mastery of the objectives. Because the guide is written in this manner, uniformity in classroom instruction and program accountability across the state may be verified.

This publication contains seven units of instruction designed to help teachers provide students with office career information. The units address the following topics:

Career Awareness
Personal Assessment
Business and Office Cluster
Human Relations
Office Procedures and Equipment
Safety
Job Success

A teacher's guide and student manuals are available; the teacher's guide contains information and suggestions for using each of the units. Additional information and activities may be added if necessary to meet the individual needs of each student.

USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period

B. Supplemental materials that must be ordered or secured

C. Resource people who must be contacted

D. The teaching sequence for the information and the activities

E. The subject areas that he/she wishes to cover

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the terminal performance expected of the student upon completion of the unit, and specific objectives, which are those performances that will help the student to master the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students and the program. When objectives are added, corresponding information sheets, activities, and tests should be designed and constructed.

NOTES TO THE INSTRUCTOR

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and activity sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any activity sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

ANSWERS TO ACTIVITY SHEETS AND TESTS

Answers for activities and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher for checking student achievement of the objectives. Many of the activities are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting cognitive (knowledge) objectives of the unit. Information may be presented in ways: 1) The instructor may use the information sheet as a guide for presenting the background knowledge necessary for the students to complete the specific objectives and ultimately the unit objective, or 2) Students may be allowed to read information sheets before, or as information is discussed in class. Students should take notes on any additional information presented.

TRANSPARENCY MASTERS

Transparency masters present information in a special way. The student may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ACTIVITY SHEETS

Activity sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. An effort has been made to incorporate the following elements of the learning process: translation, interpretation, application, analysis, synthesis, and evaluation so that the learning style of each student will be recognized.

The activity sheets may be given to the students for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the activity and "Notes to the Instructor" sheets prior to making student assignments to assure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those activities that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TEST

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

ESSENTIAL ELEMENTS

The following TAC 75 essential elements are addressed in this curriculum guide:

(A) Concepts and skills involved in the exploration of an occupational cluster or specific occupational area. The student shall be provided opportunities to:

(i) identify and analyze the jobs within an occupational cluster or specific occupational area; and

(ii) participate in basic laboratory experiences related to the occupational cluster or specific occupational area.

(B) Concepts and skills associated with safe working practices. The student shall be provided opportunities to:

(i) identify and understand safe working practices; and

(ii) apply safe working practices to all laboratory related instruction.

(C) Concepts and skills associated with the care and use of hand tools and equipment. The student shall be provided opportunities to develop an understanding of the proper techniques for the use, maintenance, and storage of tools and equipment related to the occupational cluster or specific occupational area.

(D) Concepts and skills related to career awareness. The student shall be provided opportunities to:

(i) develop knowledge of a broad range of career options associated with the cluster or occupational area being studied;

(ii) practice good work habits; and

(iii) relate personal traits, habits, and attitudes to success in the chosen occupation.

CAREER AWARENESS

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the 15 occupational clusters. The student should also be able to identify the steps in making a decision, and begin his/her process of career planning.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Identify true statements related to career awareness and career planning

2. Define terms related to career awareness

3. Identify the six steps to making a decision

4. List the three elements involved in making decisions

5. Plan a high school course of study

6. Identify the 15 occupational clusters

CAREER AWARENESS

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

   A. Preview the unit. To utilize this curriculum in the most effective way, you should review the unit of instruction and localize and individualize the material for your program.

   B. Prepare a bulletin board on career awareness.

   C. Gather various newspapers to be used in the activities.

   D. Gather various trade magazines to show the students.

II. Objective Sheet

   A. Review all objectives and then add or delete to meet your own program needs.

   B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

   A. INFORMATION SHEET 1--CAREER AWARENESS AND CAREER PLANNING

      1. Explain the terms and definitions.

      2. Explain the importance of work.

      3. Discuss the importance of knowing yourself before selecting a possible career.

      4. Explain the importance of career planning and how the courses selected in high school will influence your career choice.

      5. Do ACTIVITY SHEET 1--SCRAMBLED WORDS

   B. INFORMATION SHEET 2--DECISION MAKING SKILLS

      1. Explain the three elements involved in making a decision.

      2. Discuss the six steps involved in making a decision.

      3. Do the following Activity Sheets.

         a. ACTIVITY SHEET 2--DECISIONS

         b. ACTIVITY SHEET 3--MAKING DECISIONS

         c. ACTIVITY SHEET 4--SMALL GROUP EXERCISE ON DECISION MAKING

         d. ACTIVITY SHEET 5--PLANNING

C. INFORMATION SHEET 3--OCCUPATIONAL CLUSTERS

1. Explain the difference between occupational clusters and families.
2. Discuss the 15 occupational clusters.
3. Do the following Activity Sheets.
    a. ACTIVITY SHEET 6--WORD FIND
    b. ACTIVITY SHEET 7--OCCUPATIONAL CLUSTERS

IV. Transparency Masters

A. TM-1--SIX STEPS TO MAKING A DECISION

B. TM-2--OCCUPATIONAL CLUSTERS

V. Evaluation

A. The Unit Test is divided into three parts.

(NOTE: Each part covers the corresponding Information Sheet.)

B. Various approaches may be used in testing.

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for students.)

1. Give each part of the test after completion of each Information Sheet and Activity Sheet.
2. Use the test as an assignment for the student.
3. Some students may respond better to an oral test with the instructor.
4. Add evaluation questions for any material added to the unit.

VI. Answers to the Activity Sheets and Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Dictionary of Occupational Titles, Fourth Edition, U.S. Department of Labor, 1977.

B. Exploring the World of Work. Chicago: World Book--Childcraft International, 1978.

C. Hendrix, Mary. Educational Planning Instructional Guide. Commerce: Occupational Curriculum Laboratory, 1984.

D. Hendrix, Mary. Occupational Clusters Instructional Guide. Commerce: Occupational Curriculum Laboratory, 1985.

E. Occupational Outlook Handbook, Bureau of Labor Statistics. Bulletin 2200. 1982-83 edition.

F. The fourth edition of the Dictionary of Occupational Titles, printed in 1977, may be purchased from the U.S. Department of Labor for $23.00. In addition, the Dictionary of Occupational Titles Supplement is available for $4.50; this supplement includes occupations not covered in the fourth edition of the Dictionary of Occupational Titles.

(TO ORDER: Orders may be sent to the U.S. Department of Labor, Bureau of Labor Statistics, 555 Griffin Square Building, Room 221, Dallas, TX, 75202. All orders must be accompanied by a remittance in cash, check, or money order made payable to Superintendent of Documents.)

UNIT I

CAREER AWARENESS

ANSWERS TO ACTIVITY SHEETS

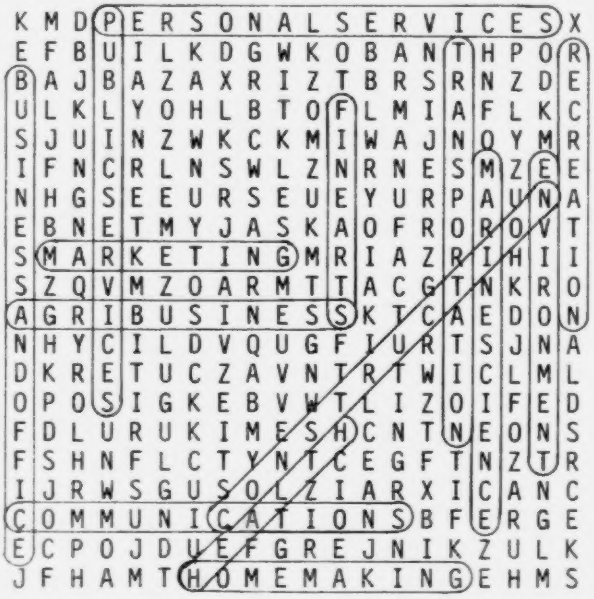
ACTIVITY SHEET 1

1. lifestyle
2. lifetime
3. everyone
4. career planning
5. satisfaction
6. career awareness
7. work
8. working
9. satisfied
10. characteristics

ACTIVITY SHEETS 2-5

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 6



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K M D P E R S O N A L S E R V I C E S X
E F B U I L K D G W K O B A N T H P O R
B A J B A Z A X R I Z T B R S R N Z D E
U L K L Y O H L B T O F L M I A F L K C
S J U I N Z W K C K M I W A J N O Y M R
I F N C R L N S W L Z N R N E S M Z E E
N H G S E E U R S E U E Y U R P A U N A
E B N E T M Y J A S K A O F R O R O V T
S M A R K E T I N G M R I A Z R I H I I
S Z Q V M Z O A R M T T A C G T N K R O
A G R I B U S I N E S S K T C A E D O N
N H Y C I L D V Q U G F I U R T S J N A
D K R E T U C Z A V N T R T W I C L M L
O P O S I G K E B V W T L I Z O I F E D
F D L U R U K I M E S H C N T N E O N S
F S H N F L C T Y N T C E G F T N Z T R
I J R W S G U S O L Z I A R X I C A N C
C O M M U N I C A T I O N S B F E R G E
E C P O J D U E F G R E J N I K Z U L K
J F H A M T H O M E M A K I N G E H M S
```

ACTIVITY SHEET 7

1. veterinarian and county agricultural agent
2. file clerk and stenographer
3. studio engineer and telephone operator
4. painter and electrician
5. interior decorating and textile chemist
6. land-use technician and soil conservationist
7. dancer and conductor
8. x-ray technician and nurse

ANSWERS TO ACTIVITIES

9. ski-lift operator and tour guide
10. mechanical engineer and tool designer
11. skin diver and marine meteorologist
12. shipping and receiving supervisor and warehouse manager
13. cosmetologist and waitress
14. elementary school teacher and fire fighter
15. pilot and bus driver

UNIT I

CAREER AWARENESS

ANSWERS TO UNIT TEST

PART 1

A. 1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. F
10. T

B. 1. career
2. jobs
3. work
4. unique
5. career planning
6. career
7. career awareness

PART 2

A. 1. Knowing yourself
2. Knowing the outside factors in your life
3. Knowing the skills involved in decision making

B. 1. b
2. a
3. b

C. 1. define the problem
2. gather information
3. formulate choices
4. make a choice
5. take action
6. evaluate outcome

D. 1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. F

PART 3

A. 1. c
2. k
3. b
4. m
5. i
6. g
7. d
8. f
9. l
10. o
11. h
12. n
13. a
14. j
15. e

B. 1. T
2. F
3. F
4. T
5. T

UNIT I

CAREER AWARENESS

INFORMATION SHEET 1--CAREER AWARENESS AND CAREER PLANNING

I. Terms and Definitions

  A. Career--the way one earns one's living; profession or occupation

  B. Career awareness--being aware of jobs and yourself and how this relates to the world of work

  C. Career planning--a life-long process which involves learning about yourself and jobs

  D. Work--what one does to earn a living

II. The Importance of Work in Your Life

  A. Half of a person's lifetime is spent involved in work.

  B. Most of a person's waking hours are spent working.

  C. Work influences your lifestyle.

    1. Your friends

    2. What you do in your spare time

    3. The home you live in

    4. The clothes you wear

  D. Work serves to identify everyone.

    1. You are identified as a student.

    2. Your parents are identified by the jobs they have.

III. Career Awareness

  A. Career awareness involves learning about yourself, jobs, and the world of work.

  B. It is important to learn about yourself and jobs.

    1. The more you know about yourself and different jobs, the better you will be able to find a job that will meet your needs.

    2. The happier you are on a job, the more satisfied you will be with life in general.

  C. Understanding Yourself

    1. Many traits and characteristics make the total person.

2. You cannot compare the total you to anyone else--you are unique.

3. Being unique means the career you choose will most likely be different from any chosen by your friends.

4. It is important to understand yourself so that you can make the best career choice.

D. Learning About Jobs

1. You need to explore many different jobs.

2. In learning about jobs, there are several things you need to look at:

    a. Job tasks--what you would be doing on a job

    b. Working conditions

    c. Physical demands

    d. Education or training needed

    e. Pay

    f. Abilities

IV. Career Planning

A. Career planning is a life-long process.

B. Planning wisely can help you gain more satisfaction from your work.

C. The courses you are choosing in high school now are part of your career plan.

UNIT I

CAREER AWARENESS

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UNIT I

CAREER AWARENESS

ACTIVITY SHEET 1--SCRAMBLED WORDS

Directions: Unscramble the words below to complete the sentences.

ylfstieel	1.	Work influences your ______________.
tfiiemel	2.	Half of a person's ______________ is spent involved in work.
vneoeyer	3.	Work serves to identify ______________.
reacer gplnnnia	4.	______________ ______________ is a lifelong process.
fnoiaiastsct	5.	Planning wisely can help you gain more ______________ from your work.
aeerrc ssawreena	6.	Being aware of jobs and yourself and how this relates to the world of work in known as ______________ ______________.
rwok	7.	What one does to earn a living is called ____________.
kgnwroi	8.	Most of a person's waking hours are spent ___________.
dtssaiief	9.	The happier you are on a job, the more ______________ you will be with life in general.
sctsrtcrhcaaeii	10.	Many traits and ______________ make the total person.

ACTIVITY

CAREER AWARENESS

INFORMATION SHEET 2--DECISION MAKING SKILLS

I. Decision Making

- A. Decision--act of choosing and selecting among several choices
- B. Three elements involved in making a good decision:
    - 1. Knowing yourself
    - 2. Knowing the outside factors in your life
    - 3. Knowing the skills involved in decision making

II. Knowing Yourself

- A. Need to assess needs, interests, values, abilities, and outside factors
- B. Decisions can be limited by how little you know yourself.

III. Knowing the Outside Factors in Your Life

- A. Outside factors influence your decisions.
- B. Examples of outside factors are:
    - 1. Parents' expectations
    - 2. Influence of your brother or sister
    - 3. Pressure from friends
    - 4. The unemployment rate
    - 5. The economy
- C. You tend to have little control over these factors.
- D. What you can control is how you react to and handle these factors.

IV. Decision Making Skills - Six Steps

- A. Define the problem.
    - 1. Identify the problem.
    - 2. Know your desired result as clearly as possible.
- B. Gather information.
    - 1. Collect and organize information.

   2. Know the amount of information needed since this affects the number of choices you have.

C. Formulate choices.

   1. Using information gathered, you should be able to develop several choices.

   2. Your number of choices can be limited by the information you have collected.

   3. Facts must be considered as well as your feeling, values and experience.

D. Make a choice.

   1. Carefully consider all possible choices.

   2. Choose the choice that most closely appears to lead to the desired outcome.

   3. You must make a choice at this point.

E. Take action.

   1. Take action, step by step, to put your choice into effect.

   2. Use additional information if needed.

F. Evaluate outcome.

   1. You need to continuously review your decision and see if you need to make possible improvements or changes.

      a. You need to judge if your decision is effective.

      b. An effective decision helps you reach your goal or desired outcome.

   2. When a decision is made and acted upon, a situation is changed.

   3. Making a decision is an on-going process.

      a. One decision may lead to another and cause change.

      b. The outcome of a decision is related to other decisions and can affect the direction of future decisions.

SIX STEPS TO MAKING A DECISION

- Define the problem
- Gather information
- Formulate choices
- Make a choice
- Take action
- Evaluate outcome

CAREER AWARENESS

ACTIVITY SHEET 2--DECISIONS

Directions: Every day you make decisions. Deciding what time to get up in the morning and what to wear to school that day are choices you make. On the chart, keep a record of your decisions for 24 hours.

DECISIONS

DATE ____________________

TIME STARTED ____________________ TIME FINISHED ____________________

6 a.m.
to
7 a.m.

7 a.m.
to
8 a.m.

8 a.m.
to
9 a.m.

9 a.m.
to
10 a.m.

10 a.m.
to
11 a.m.

11 a.m.
to
12 p.m.

12 p.m.
to
1 p.m.

1 p.m.
to
2 p.m.

2 p.m.
to
3 p.m.

3 p.m.
to
4 p.m.

4 p.m.
to
5 p.m.

5 p.m.
to
6 p.m.

6 p.m.
to
7 p.m.

7 p.m.
to
8 p.m.

8 p.m.
to
9 p.m.

9 p.m.
to
10 p.m.

CAREER AWARENESS

ACTIVITY SHEET 3--MAKING DECISIONS

Directions: In the space provided, list five decisions you are facing.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Make a list of five decisions you will need to make in five years.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

CAREER AWARENESS

ACTIVITY SHEET 4--SMALL GROUP EXERCISE ON DECISION MAKING

Directions: Get together in small groups. Share the decisions you are currently facing and the possible decisions you will need to make five years from now. Discuss possible alternatives to these decisions. After sharing your present and future decisions with the group, answer the following questions.

1. Did sharing your present decision and problems with others help clarify some choices for you? If so, how? Be specific.

2. What possible alternatives did your group give you for the current decisions facing you?

3. Did you find that they have similar decisions to make? If so, list these decisions.

4. Did sharing future decision situations with others help clarify some choices for you? If so, how? Be specific.

5. Did sharing future decisions with the group give you insight into possible additional decisions you might need to make? If so, list those decisions.

6. Did you find that others in the group have similar future decisions to make? If so, list those decisions.

CAREER AWARENESS

ACTIVITY SHEET 5--PLANNING

Directions: In the space provided, plan your high school courses. Use your high school catalog to find out the courses offered by your school. Seriously consider what courses you will need to take to qualify for a career of your choice.

1. How many credits do you need to graduate? ____________________

2. Freshman (9th grade)

Required courses ____

____

____

____

Elective courses ____

____

____

____

3. Sophomore (10th grade)

Required courses ____

____

____

____

Elective courses ____

____

____

____

4. Junior (11th grade)

Required courses ____

____

____

ACTIVITY

____

Elective courses ____

____

____

____

5. Senior (12th grade)

Required courses ____

____

____

____

Elective courses ____

____

____

____

CAREER AWARENESS

INFORMATION SHEET 3--OCCUPATIONAL CLUSTERS

I. Terms and Definitions

- A. Occupational clusters--a grouping of all jobs in the United States into fifteen general areas

- B. Occupational family--further groupings of jobs within each cluster according to specific work areas

II. Occupational Clusters

- A. Agri-Business and Natural Resources
    - 1. Involved in growing, producing, and using raw materials, such as food, oil, natural gas, coal, etc.
    - 2. Examples of occupations in this cluster:
        - a. Farmer
        - b. Biologist
        - c. Cattle rancher
        - d. Geologist
        - e. Mining engineer

- B. Business and Office
    - 1. Involved in the managing and support of business and offices
    - 2. Examples of occupations in this cluster:
        - a. Legal secretary
        - b. Court reporter
        - c. Manager
        - d. Bank teller
        - e. Insurance clerk

- C. Communications and Media
    - 1. Involved in the planning, preparing, and sending of information or messages
    - 2. Examples of occupations in this cluster:
        - a. Newspaper reporter

        - b. Cartoonist
        - c. Newspaper editor
        - d. Disk jockey
        - e. Telephone line repairer

D. Construction Careers

    1. Involved in planning, designing, building, and repairing of all types of buildings and structures

    2. Examples of occupations in this cluster:

        - a. Carpenter
        - b. Sheet-metal worker
        - c. Air-conditioning installer
        - d. Bulldozer operator
        - e. Construction engineer

E. Consumer and Homemaking

    1. Involved in developing goods and services that improve the quality of home life

    2. Examples of occupations in this cluster:

        - a. Dietician
        - b. Consumer service specialist
        - c. Fashion designer
        - d. Sewing instructor
        - e. Home economist

F. Environment

    1. Involved in the wise use and protection of nature, natural resources, people, and animals

    2. Examples of occupations in this cluster:

        - a. Ecologist
        - b. Forester
        - c. Park ranger
        - d. Industrial health engineer

        e. Wildlife biologist

G. Fine Arts and Humanities

    1. Involved in developing and presenting the beauty and values of a culture

    2. Examples of occupations in this cluster:

        a. Painter

        b. Playwright

        c. Stage manager

        d. Interpreter

        e. Historian

H. Health

    1. Involved in providing services and facilities to meet the physical and mental health needs of all people

    2. Examples of occupations in this cluster:

        a. Psychologist

        b. Dentist

        c. Nurse aide

        d. Ambulance driver

        e. Occupational therapist

I. Hospitality and Recreation

    1. Involved in entertainment, tourism, and meeting the leisure-time needs of people

    2. Examples of occupations in this cluster:

        a. Travel agent

        b. Camp counselor

        c. Zoo caretaker

        d. Flight attendant

        e. Lifeguard

J. Manufacturing

    1. Involved in the designing, producing, and putting together of parts and products

2. Examples of occupations in this cluster:
    a. Labor relations manager
    b. Mechanical engineer
    c. Quality control technician
    d. Machinist
    e. General laborer

K. Marine Science
  1. Involved in the finding, developing, growing, and/or harvesting of marine life and other ocean resources
  2. Examples of occupations in this cluster:
    a. Aquatic biologist
    b. Petroleum engineer
    c. Net fisher
    d. Fish farmer
    e. Fishing vessel dockhand

L. Marketing and Distribution
  1. Involved in transferring goods from producers to customers and influencing customers to buy a product or service
  2. Examples of occupations in this cluster:
    a. Sales representative
    b. Customer service clerk
    c. Shipping clerk
    d. Cashier
    e. Purchasing agent

M. Personal Services
  1. Involved in providing services to help improve the person, what he/she owns, and/or to provide for person's general comfort
  2. Examples of occupations in this cluster:
    a. Babysitter
    b. Barber
    c. Drycleaner

        d. Chef

        e. Dog pound attendant

N. Public Services

    1. Involved in providing services to citizens through tax-supported and non-profit business

    2. Examples of occupations in this cluster:

        a. City manager

        b. Postal clerk

        c. Police officer

        d. Urban planner

        e. Probation officer

O. Transportation

    1. Involved in moving people and goods from one place to another

    2. Examples of occupations in this cluster:

        a. Truck driver

        b. Air traffic control specialist

        c. Locomotive engineer

        d. Coal pipeline operator

        e. Taxi driver

OCCUPATIONAL CLUSTERS

- Agri-Business and Natural Resources
- Business and Office
- Communication and Media
- Construction
- Consumer and Homemaking
- Environment
- Fine Arts and Humanities
- Health
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Service
- Public Service
- Transportation

TM-2

CAREER AWARENESS

ACTIVITY SHEET 6--WORD FIND

Directions: Locate and circle the occupational clusters.

Public services
Fine arts
Marketing
Health
Recreational

Marine science
Business and office
Agri-business
Personal services
Environment

Homemaking
Communications
Transportation
Manufacturing
Construction

```
K M D P E R S O N A L S E R V I C E S X
E F B U I L K D G W K O B A N T H P O R
B A J B A Z A X R I Z T B R S R N Z D E
U L K L Y O H L B T O F L M I A F L K C
S J U I N Z W K C K M I W A J N O Y M R
I F N C R L N S W L Z N R N E S M Z E E
N H G S E E U R S E U E Y U R P A U N A
E B N E T M Y J A S K A O F R O R O V T
S M A R K E T I N G M R I A Z R I H I I
S Z Q V M Z O A R M T T A C G T N K R O
A G R I B U S I N E S S K T C A E D O N
N H Y C I L D V Q U G F I U R T S J N A
D K R E T U C Z A V N T R T W I C L M L
O P O S I G K E B V W T L I Z O I F E D
F D L U R U K I M E S H C N T N E O N S
F S H N F L C T Y N T C E G F T N Z T R
I J R W S G U S O L Z I A R X I C A N C
C O M M U N I C A T I O N S B F E R G E
E C P O J D U E F G R E J N I K Z U L K
J F H A M T H O M E M A K I N G E H M S
```

ACTIVITY

CAREER AWARENESS

ACTIVITY SHEET 7--OCCUPATIONAL CLUSTERS

Directions: Using Information Sheet 3, list each job under the correct occupational cluster.

X-ray technician
Veterinarian
Studio engineer
Land-use technician
Interior decorator
File clerk
Shipping and receiving supervisor
Warehouse manager
Elementary school teacher
County agricultural agent
Waitress
Painter
Textile chemist
Stenographer
Cosmetologist
Fire fighter
Telephone operator
Conductor
Electrician
Dancer
Ski-lift operator
Nurse
Soil conservationist
Mechanical engineer
Marine meteorologist
Bus driver
Tour guide
Tool designer
Skin diver
Pilot

Occupational Clusters:

1. Agri-Business and Natural Resources

____

____

2. Business and Office

____

____

3. Communications and Media

____

____

4. Construction

____

____

5. Consumer and Homemaking

____

____

6. Environment

____

____

7. Fine Arts and Humanities

____

____

8. Health

____

____

9. Hospitality and Recreation

____

____

10. Manufacturing

____

____

11. Marine Science

____

____

12. Marketing and Distribution

____

____

13. Personal Services

____

____

14. Public Services

____

____

15. Transportation

____

____

CAREER AWARENESS

UNIT TEST--PART 1

A. Answer the following statements True or False by placing a T for True or an F for False in the blanks at the left.

_____ 1. Half of a person's lifetime is spent involved in work.

_____ 2. Work has little influence on your lifestyle.

_____ 3. Career awareness involves learning about yourself, jobs, and the world of work.

_____ 4. The more you know about yourself and different jobs, the better you will be able to find a job that meets your needs.

_____ 5. People are easy to understand.

_____ 6. Many traits and characteristics make the total person.

_____ 7. Understanding yourself has little to do with making a good career choice.

_____ 8. Career planning is a life-long process.

_____ 9. The courses you choose in high school right now are not part of your career plan.

_____ 10. The more informed you are about yourself and occupations, the better your career decisions will be for you.

B. Fill in the blanks with the correct word.

1. A _______________ is the way one earns one's living.

2. In order to feel that you made a good career decision and to be comfortable with it, you must first learn about yourself and _______________.

3. _______________ is defined as what one does to earn a living.

4. You cannot compare the total you to anyone else--you are _______________.

5. A life-long process which involves learning about yourself and jobs is called _______________ _______________.

6. The courses you are choosing to take now in high school are part of your _______________ plan.

7. _______________ _______________ is being aware of jobs and yourself and how this relates to the world of work.

CAREER AWARENESS

UNIT TEST--PART 2

A. List the three elements involved in making a good decision.

1.

2.

3.

B. Complete the following statements by placing the correct letter in the blank provided at the left.

_____1. In knowing yourself in order to make a good decision, you need to assess your

a. parent's values and interest
b. needs and interests
c. friend's values and interests

_____2. The act of choosing and selecting among several choices is called a

a. decision
b. alternative
c. skill

_____3. An example of an outside factor that can influence your decision is

a. your abilities
b. your parents' expectations
c. your values

C. List, in order, the six steps involved in decision making.

1.

2.

3.

4.

5.

6.

D. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____1. Decisions can be limited by how little you know yourself.

_____2. Decisions are seldom influenced by outside factors.

TEST

_____3. When making a decision, facts must be considered as well as your feelings, values, and experiences.

_____4. Formulating choices is a step in the decision making process.

_____5. When a decision is made and acted upon, a situation seldom changes.

_____6. When making a choice, you should choose the choice that most closely appears to lead to the desired outcome.

_____7. The outcome of a decision is related to other decisions and can affect the direction of future decisions.

_____8. Knowing yourself has little to do with making a good decision.

UNIT I

CAREER AWARENESS

UNIT TEST--PART 3

A. Match the occupational clusters to their definitions by placing the correct letter in the space at the left.

_____ 1. Agri-business and Natural Resources

_____ 2. Business and Office

_____ 3. Communications and Media

_____ 4. Construction

_____ 5. Consumer and Homemaking

_____ 6. Environment

_____ 7. Fine Arts and Humanities

_____ 8. Health

_____ 9. Hospitality and Recreation

_____10. Manufacturing

_____11. Marine Science

_____12. Marketing and Distribution

_____13. Personal Services

_____14. Public Services

_____15. Transportation

a. involved in providing services to help improve the person, what he/she owns, and/or to provide for a person's general comfort

b. involved in the planning, preparing, and sending of information or messages

c. involved in growing, producing, and using raw materials such as food, oil, natural gas, coal, etc.

d. involved in developing and presenting the beauty and values of a culture

e. involved in moving people and goods from one place to another

f. involved in providing services and facilities to meet the physical and mental health needs of all people

g. involved in the wise use and protection of nature, natural resources, people, and animals

h. involved in the finding, developing, growing, and/or harvesting of marine life and other ocean resources

i. involved in developing goods and services that improve the quality of home life

j. involved in providing services to citizens through tax-supported and non-profit business

k. involved in the managing and support of business and offices

TEST

l. involved in entertainment, tourism, and meeting the leisure-time needs of people

m. involved in planning, designing, building, and repairing of all types of buildings and structures

n. involved in transferring goods from producers to customers and influencing customers to buy a product or serving leisure-time needs of people

o. involved in the designing, producing, and putting together of parts and products structures

B. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____1. An occupational cluster is a grouping of all jobs in the United States into fifteen general areas or clusters.

_____2. Truck driver is an example of a job in the Health cluster.

_____3. A legal secretary is an example of a job in the Construction cluster.

_____4. A police officer is an example of a job in the Public Services cluster.

_____5. An occupational family is a further grouping within each cluster according to specific work areas.

PERSONAL ASSESSMENT

UNIT OBJECTIVE

After the completion of this unit, the student should have a better understanding of him/herself. The student will also understand how one's needs, values, interests, and abilities influence an individual's make-up.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Determine his/her needs
2. Rank values an employer looks for in an employee
3. Identify his/her interests
4. Assess his/her abilities
5. List his/her strengths and weaknesses
6. Match terms related to personal assessment to their definitions
7. Identify true personal assessment statements
8. Complete personal assessment statements using the correct terminology

UNIT II

PERSONAL ASSESSMENT

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your program.

B. Design a bulletin board on needs, values, interests, abilities, and outside factors.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--NEEDS

1. Explain the difference between a need and a want.

2. Discuss the different types of needs individuals have.

3. Do ACTIVITY SHEET 1--DETERMINING YOUR NEEDS.

B. INFORMATION SHEET 2--VALUES

1. Discuss values and how an individual's values are determined.

2. Do ACTIVITY SHEET 2--WHAT AN EMPLOYER LOOKS FOR IN AN EMPLOYEE.

C. INFORMATION SHEET 3--INTERESTS

1. Explain the difference between interests and abilities.

2. Do the following ACTIVITY SHEETS:

a. ACTIVITY SHEET 3--COURSES THAT INTEREST YOU.

b. ACTIVITY SHEET 4--YOUR INTERESTS

c. ACTIVITY SHEET 5--JOBS THAT INTEREST YOU.

D. INFORMATION SHEET 4--ABILITIES

1. Discuss the general areas of abilities.

2. Do the following ACTIVITY SHEETS:

   a. ACTIVITY SHEET 6--DISCOVERING YOUR ABILITIES

   b. ACTIVITY SHEET 7--STRENGTHS AND WEAKNESSES

   C. ACTIVITY SHEET 8--SELF-PROFILE SHEET

IV. Transparency Masters

(NOTE: Transparency masters are included in the students' manuals and can be used as Information Sheets.)

A. TM-1--NEEDS

B. TM-2--VALUES

C. TM-3--INTERESTS

D. TM-4--ABILITIES

V. Evaluation

A. Give the test after completion of all Information Sheets and Activity Sheets.

B. Use the test as an assignment for the students.

C. Some students may respond better to an oral test with the instructor.

D. You should add evaluation questions for any material added to the unit.

VI. Answers to the Activity Sheets and Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Hendrix, Mary. Self Appraisal Instructional Guide. Commerce: Occupational Curriculum Laboratory, 1984.

B. Herr, Edwin L. and Stanley H. Cramer. Career Guidance Through the Life Span. Boston: Little, Brown and Company, 1979.

C. Isaacson, Lee C. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1977.

D. Shertzer, Bruce and James P. Linden. Fundamentals of Appraisal: Assessment Techniques for Counselors. Boston: Houghton Mifflin, 1979.

VIII. Interest Inventories (to be administered and interpreted by counselors)

A. Self-Directed Search (Grades 8-12)
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

B. Kuder General Interest Survey Form E (Grades 6-12)
Science Research Associates, Inc.
115 North Wacker Drive
Chicago, IL 60606

To obtain information about current oral and written tests for limited-English proficient students, write for the catalog, Assessment Instruments in Bilingual Education, at the following address:

National Dissemination and Assessment Center
California State University
515 State University Drive
Los Angeles, CA 90032

UNIT II

PERSONAL ASSESSMENT

ANSWERS TO THE ACTIVITY SHEETS

ACTIVITY SHEETS 1-8

Evaluated to the satisfaction of the instructor.

UNIT II

PERSONAL ASSESSMENT

ANSWERS TO UNIT TEST

PART 1

A.
1. e
2. b
3. f
4. g
5. d
6. c
7. a

B.
1. needs
2. values
3. motivate
4. interest
5. strengths
6. ability
7. values

C.
1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. T

ANSWERS TO TEST

UNIT II

PERSONAL ASSESSMENT

ANSWERS TO UNIT TEST

PART 1

A. 1. e
2. b
3. f
4. g
5. d
6. c
7. a

B. 1. needs
2. values
3. motivate
4. interest
5. strengths
6. ability
7. values

C. 1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. F
10. T

ANSWERS TO TEST

PERSONAL ASSESSMENT

INFORMATION SHEET 1--NEEDS

I. Terms and Definitions

  A. Ability--the power or means to do something

  B. Aptitude--an ability that you have naturally; quickness to learn or understand

  C. Characteristic--a quality about yourself which distinguishes you from others

  D. Interest--something to which you give special attention

  E. Need--something you must have

  F. Personality--all the characteristics combined that make you the person you are

  G. Unique--something that is completely different from anything else

  H. Values--beliefs that you think are important

II. Understanding Yourself Is Hard to Do

  A. Many traits and characteristics make the total person.

  B. Your personality is created by many factors.

    1. Your family

    2. Your friends

    3. Your experience

    4. Your environment

  C. You cannot compare the total you to anyone else--you are unique.

III. Understanding Yourself Related to Career Choice

  A. It is very important to understand yourself so that you can make the best career choice.

  B. You need to be aware of both your good and bad qualities.

  C. Choose a career that will make you happy.

  D. You are unique--the career you choose will most likely be different from any chosen by your friends.

  E. You need to know your reason for wanting to work.

IV. Understanding Your Needs

A. Most people work to satisfy needs.

1. Physical needs--food, water, rest, health

2. Safety needs--freedom from danger and fear

3. Social needs--being with others like yourself

4. Esteem needs--liking yourself and having others like and respect you

5. Self-fulfillment needs--being everything that you can be with what you have and are

B. Having our needs met usually brings feelings of satisfaction.

C. Your needs influence your actions.

D. It is important to learn about your needs so you can choose a job that will best satisfy your needs.

E. If you find a job that satisfies many of your needs, you will probably enjoy your work.

NEEDS

Physical: food, water

Safety: freedom from danger

Social: being with others

Esteem: liking yourself

Self-fulfillment: being everything
you can be

PERSONAL ASSESSMENT

ACTIVITY SHEET 1--DETERMINING YOUR NEEDS

Directions: Decide how you need to use your time for one day. List everything you can think of that will use your time, such as school, work, homework, responsibilities around the house, television, etc. After you have considered everything that involves your time, decide what type of need you are fulfilling: physical, safety, social, esteem, or self-fulfillment.

WAYS TO SPEND TIME	NEED INVOLVED
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

ACTIVITY

PERSONAL ASSESSMENT

INFORMATION SHEET 2--VALUES

I. Values are personal ideas or beliefs that you have about what is important, desirable, and worthwhile in your life.

   A. Your values are closely related to your personality.

   B. Values influence almost everything you do.

   C. Values are shown through the choices you make and the actions you take.

II. Throughout your lifetime, many factors will influence your values.

   A. Family

   B. Customs

   C. Laws

   D. Tradition

   E. Environment

   F. Religion

   G. Close friends

III. Values reflect your needs and how important they are to you.

   A. When your needs, wants, and/or relationships change, so will your values.

   B. Some values may change, but other values will stay the same throughout your lifetime.

IV. In order to determine which values to consider when choosing a career, you need to decide which values are most important to you.

VALUES

Family

Customs

Laws

Tradition

Environment

Religion

Close friends

PERSONAL ASSESSMENT

ACTIVITY SHEET 2--WHAT AN EMPLOYER LOOKS FOR IN AN EMPLOYEE

Directions: Assume you are an employer hiring people for your company. Listed below are several work-related traits. As the employer, rank these traits from 1 (most important to you) to 12 (least important to you). There are no right or wrong answers.

_____ Loyalty

_____ Honesty

_____ Punctuality

_____ Dependability

_____ Initiative

_____ Willingness to learn

_____ Enthusiasm

_____ Ability to accept constructive criticism

_____ Good attendance

_____ Performance on the job

_____ Respectfulness of rules

_____ Ability to follow directions

PERSONAL ASSESSMENT

INFORMATION SHEET 3--INTERESTS

I. Interests Affect Your Lifestyle.

   A. The hobbies you pursue

   B. The people with whom you are in contact

   C. The money you need to pursue your interests

II. Your Interests Satisfy Social/Emotional Needs.

III. Interests Are Important in Choosing a Career.

   A. Interests motivate you--you usually do better in something if you like and enjoy what you are doing.

   B. Your interests influence your experiences.

      1. Studies show you are more likely to choose a career that you know something about.

      2. Studies also show you are more likely to choose a career if you have known someone who had the career.

IV. Examples of Interests

   A. The kind of classes you enjoy taking

   B. Working indoors or outdoors

   C. Talking with people or prefering to work alone

   D. Working with numbers

   E. Writing

   F. Painting

   G. Detailed work

INTERESTS

Artistic

Scientific

Plants & Animals

Protective

Mechanical

Industrial

Business Detail

Selling

Accommodating

Humanitarian

Leading

Physical

TM-3

PERSONAL ASSESSMENT

ACTIVITY SHEET 3--COURSES THAT INTEREST YOU

Directions: Listed below are different kinds of courses. Check if you like or dislike the course. Remember that an interest is something you like to do or something you think you would like to do. Add any other classes you are interested in but are not listed below.

	LIKE	DISLIKE
math		
algebra	____________	____________
geometry	____________	____________
biology	____________	____________
chemistry	____________	____________
physical science	____________	____________
English	____________	____________
physical education	____________	____________
business		
typing	____________	____________
accounting	____________	____________
bookkeeping	____________	____________
computer science	____________	____________
shorthand	____________	____________
history	____________	____________
foreign language	____________	____________
shop		
electronics	____________	____________
mechanics	____________	____________
carpentry	____________	____________
music	____________	____________
band	____________	____________
art	____________	____________
home economics	____________	____________
other:		
____________	____________	____________
____________	____________	____________

Review the list above and list your three favorite courses.

1.

2.

3.

PERSONAL ASSESSMENT

ACTIVITY SHEET 4--YOUR INTERESTS

Directions: Answer the following questions by placing a check in the blank that best answers the questions about you. Remember: an interest is something you like to do or something you think you would like to do. You do not need to do it well or have even tried it to be interested in it.

A. Do you like to:	YES	NO
1. write stories, poems, and/or plays?	___	___
2. keep a private journal of events, thoughts, and your feelings?	___	___
3. draw or paint?	___	___
4. act in a school play?	___	___
5. paint scenery for a school play?	___	___
6. take photographs of family and friends?	___	___
7. visit art galleries, shows, and museums?	___	___
8. listen to music and attend concerts?	___	___
9. play in the school band or orchestra?	___	___
10. sing in the school, church, or community choirs?	___	___
total yes answers	___	

B. Do you like to:	YES	NO
1. read magazine articles about scientific discoveries and explorations?	___	___
2. collect rocks or minerals for a hobby?	___	___
3. watch shows on TV about science?	___	___
4. understand how your body works?	___	___
5. solve problems and puzzles?	___	___
6. dissect animals in biology class?	___	___
7. watch medical shows on TV?	___	___
8. work with scientific equipment such as test tubes and a microscope in your science classes?	___	___
9. look at the stars and study them?	___	___
10. take part in efforts to preserve forests and parks?	___	___
total yes answers	___	

C. Do you like to:	YES	NO
1. work outdoors most of the time?	___	___
2. raise plants or animals as a hobby?	___	___
3. join clubs such as Future Farmers of America, 4-H, Girl Scouts, or Boy Scouts?	___	___
4. mow the lawn, trim trees, pick fruit, and/or work in a garden?	___	___
5. take care of sick animals?	___	___
6. work with your hands?	___	___
7. do school projects that are related to farming, fishing, forestry?	___	___
8. camp, fish, and/or hunt?	___	___

9. plan and organize outdoor activities such as sports, games, or camping trips?
10. help plant and harvest crops?

total yes answers

D. Do you like to: YES NO

1. watch detective shows on TV?
2. have adventure in your life?
3. solve mysteries?
4. read mystery stories?
5. someday take a course in criminology?
6. participate in the school safety patrol?
7. break up fights among your friends?
8. understand how our laws and judicial system works?
9. watch police shows on TV?
10. be physically active?

total yes answers

E. Do you like to: YES NO

1. read mechanical or automotive magazines?
2. solve practical problems in math?
3. build model airplanes, automobiles, or bridges?
4. build or repair a TV, radio, or amplifier?
5. read magazines about airplanes, boats, trucking, or railroads?
6. operate a citizen's band radio?
7. operate, spot, and correct any problems in a model train layout?
8. do minor repairs around the house for your parents?
9. work with machines?
10. repair or install parts on a car?

total yes answers

F. Do you like to: YES NO

1. work with machines?
2. set up machines in shop class according to written instructions?
3. work with numbers?
4. do school projects which involve using math skills such as measuring?
5. assemble a bicycle or toy by following drawings and written instructions?
6. use measuring tools such as gages, calipers, and micrometers in shop classes?
7. do minor repairs around your house?
8. help install or fix something in your home?
9. figure out what is wrong with a machine or appliance and fix it?
10. shop classes?

total yes answers

G. Do you like to: YES NO

1. type?
2. be the secretary or treasurer in a school club?

3. work with numbers?	___	___
4. do routine, detailed work?	___	___
5. use a calculator or adding machine?	___	___
6. give directions to other people?	___	___
7. collect stamps or coins, classifying and arranging them according to a plan?	___	___
8. help out by typing, addressing, and stamping letters or newsletters for school or church?	___	___
9. be in charge of records for a project or club at school?	___	___
10. work with forms, filing, or business systems in business courses?	___	___
total yes answers	___	

H. Do you like to:	YES	NO
1. attend auctions?	___	___
2. be on the debate team?	___	___
3. present ideas to others?	___	___
4. collect money for a project, club, or charity?	___	___
5. sell items door to door (example: Girl Scout cookies, magazines)?	___	___
6. help raise money for a school project?	___	___
7. persuade others to buy something you are selling?	___	___
8. make oral reports in class?	___	___
9. work in a carnival?	___	___
10. talk with other people, even strangers, at social gatherings?	___	___
total yes answers	___	

I. Do you like to:	YES	NO
1. belong to clubs at school?	___	___
2. talk and be with other people often?	___	___
3. plan and organize a party?	___	___
4. lead others in games or group activities?	___	___
5. cut and style your own and/or your friends hair?	___	___
6. read health and beauty magazines?	___	___
7. work on a play by applying theatrical makeup on the actors or by helping with the costumes?	___	___
8. collect money and keep a record for a club or project?	___	___
9. collect tickets or usher at a school play?	___	___
10. serve food or drinks in a school cafeteria line?	___	___
total yes answers	___	

J. Do you like to:	YES	NO
1. "patch" up hurt feelings?	___	___
2. have friends come to you for advice?	___	___
3. help people who are ill or injured?	___	___
4. visit a nursing home?	___	___
5. do volunteer work in a hospital?	___	___
6. take courses that study human behavior?	___	___
7. work with adults, teenagers, and/or children?	___	___
8. babysit?	___	___
9. meet new people?	___	___
10. figure people out?	___	___
total yes answers	___	

K. Do you like to:	YES	NO
1. work with numbers?	___	___
2. solve written problems in math?	___	___
3. help others with their homework?	___	___
4. teach a person how to play a game or learn a new skill?	___	___
5. help and assist other people?	___	___
6. read magazines concerning world affairs and social events?	___	___
7. read a newspaper?	___	___
8. visit museums or take historical tours?	___	___
9. watch lawyer shows on TV?	___	___
10. run for office in student council and school clubs?	___	___
total yes answers	___	

L. Do you like to:	YES	NO
1. participate and compete in sport activities?	___	___
2. watch sports on TV?	___	___
3. win sport events?	___	___
4. help coach your younger brother's or sister's baseball team?	___	___
5. teach others how to play a game such as tennis or soccer?	___	___
6. go horseback riding?	___	___
7. swim or ski?	___	___
8. be outdoors and physically active?	___	___
9. play team sports such as football or baseball?	___	___
10. compete in a rodeo?	___	___
total yes answers	___	

TO FIND OUT WHAT YOUR ANSWERS MEAN:

1. Write the letter of the group that had the most yes answers.

2. Write the letter of the group that had the next highest number of yes answers.

3. Write the letter of the group that has the third highest number of yes answers.

4. Match the letters to the chart below to find out what areas of interest you have.

A. ARTISTIC--you have an interest in the creative expression of feeling or ideas. Some jobs that might interest you are: writer, playwright, book editor, painter, artist, furniture designer, cartoonist, interior designer, fashion artist, actor/actress, stage manager, disk jockey, music teacher, composer, singer, dancer, or choreographer.

B. SCIENTIFIC--you have an interest in discovering, collecting, and analyzing information about the world and applying scientific findings to problems in medicine, the life sciences, and the natural sciences. Some jobs you might be interested in are: chemist, astronomer, animal breeder, soil scientist, veterinarian, doctor, nurse, speech pathologist, laboratory technician, and feed research aide.

C. PLANTS AND ANIMALS--you have an interest in activities to do with plants and animals, usually in an outdoor setting. Some jobs you might be interested in are: farmer, game-bird farmer, tree surgeon, forester, horse trainer, animal keeper, dog groomer, and cotton baler.

D. PROTECTIVE--you have an interest in using authority to protect people and property. Some jobs you might be interested in are: sheriff, fire fighter, police sergeant, private investigator, state-highway police officer, correction officer, bodyguard, and ski patroller.

E. MECHANICAL--you have an interest in applying mechanical principles to practical situations using machines, hand tools, or techniques. Some jobs you might be interested in are: engineer, maintenance supervisor, quality control supervisor, surveyor, automobile design drafter, sample maker, air-traffic-control specialist, radiographer, flight engineer, pilot, fishing vessel captain, ship mate, bricklayer, carpenter, plumber, drywall applicator, painter, electrician, aircraft body repairer, truck driver, cook, baker/helper, automobile mechanic, bulldozer operator, miner, and signal monitor helper.

F. INDUSTRIAL--you are interested in repetitive, concrete, organized activities in a factory setting. Some jobs you might be interested in are: die setter, print controller, milling-machine operator, aircraft mechanic, assembler, diesel-engine tester, assembly supervisor, punch-press operator, abrasive grinder, dry-cleaner, quality-control inspector, and metal-fabrication helper.

G. BUSINESS DETAIL--you are interested in activities requiring accuracy and attention to details, primarily in an office setting. Some jobs you might be interested in are: loan counselor, deposit clerk, driver's license examiner, bookkeeper, audit clerk, accounting clerk, bank teller, billing typist, traffic clerk, payroll clerk, cashier, post-office clerk, personnel clerk, hospital-admitting clerk, license clerk, receptionist, tourist-information assistant, dispatcher, telephone operator, reservation clerk, proofreader, coding clerk, computer operator, adding-machine operator, typist, file clerk, and general office clerk.

H. SELLING--you have an interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques. Some jobs you might be interested in are: sales representative, sales clerk, grain buyer, business services sales agent, auctioneer, telephone solicitor, vendor, and door-to-door salesperson.

I. ACCOMMODATING--you have an interest in catering to the wishes and needs of others, usually on a one-to-one basis. Some jobs you might be interested in are: camp counselor, sightseeing guide, waitress, flight attendant, cosmetologist, barber, bus driver, driving instructor, automobile-rental clerk, parking-lot attendant, cafeteria attendant, conductor, and wardrobe supervisor.

J. HUMANITARIAN--you have an interest in helping individuals with their mental, spiritual, social, physical, or vocational concerns. Some jobs you might be interested in are: director of religious activities, counselor, case aide, social worker, psychologist, parole office, nurse, athletic trainer, art therapist, occupational therapist, physical therapist assistant, nursing school attendant, babysitter, and orderly.

K. LEADING-INFLUENCING--you have an interest in leading and influencing others by using high-level verbal or numerical abilities. Some jobs you might be interested in are: computer programmer, actuary, teacher, librarian, home economist, researcher, sociologist, urban planner, historian, lawyer, judge, patent agent, manager of industrial organization, auditor, accountant, controller, appraiser, underwriter, supervisor of volunteer services, director of nursing services, director of vocational training, educational consultant, city editor, reporter, advertising manager, lobbyist, custom's inspector, leasing agent, and real-estate agent.

L. PHYSICAL PERFORMING--you have an interest in physical activities performed before an audience. Some jobs you might be interested in are: coach, sports instructor, professional sports scout, umpire, professional athlete, acrobat, and stunt performer.

The above interest inventory is derived from the twelve interest areas stated in the Guide for Occupational Exploration, published in 1979 by the U.S. Department of Labor.

PERSONAL ASSESSMENT

ACTIVITY SHEET 5--JOBS THAT INTEREST YOU

Directions: In the classified section of your newspaper, find a want ad for each of your top three interest areas from Activity Sheet 4. Staple the ads to this sheet and then answer the following questions about each want ad.

A. Want ad number 1

1. Interest area: ______________________________
2. Job title: ______________________________
3. What is it about this job that interests you? ______________________________

   ____
4. What courses could you take in high school to help you prepare for this career? ______________________________

   ____

B. Want ad number 2

1. Interest area: ______________________________
2. Job title: ______________________________
3. What is it about this job that interests you? ______________________________

   ____
4. What courses could you take in high school to help you prepare for this career? ______________________________

   ____

C. Want ad number 3

1. Interest area: ______________________________
2. Job title: ______________________________
3. What is it about this job that interests you? ______________________________

   ____
4. What courses could you take in high school to help you prepare for this career? ______________________________

   ____

PERSONAL ASSESSMENT

INFORMATION SHEET 4--ABILITIES

I. Knowing what your abilities are can help you learn your strengths and weaknesses.

II. Knowing what your abilities are can help you avoid choosing a career you would be unhappy with.

   A. Your interest in a job does not always mean you have the ability to do the work.

   B. You must be able to perform the duties that make a career.

   C. Knowing what your abilities are can help you narrow your choice of careers.

III. Some general areas of ability.

   A. Intelligence--You have the ability to learn things easily.

   B. Analytical--You have the ability to solve problems by breaking them into parts to see how they make the whole.

   C. Writing--You have the ability to write in a manner that is enjoyable for others to read.

   D. Artistic--You have the ability to make things that have form and/or beauty.

   E. Musical--You have the ability to put tones together in a manner that is pleasing to the ear.

   F. Persuasive--You have the ability to convince others.

   G. Physical--You have the ability to use your body or parts of your body to reach a desired goal.

   H. Manual--You have the ability to use your hands to reach a desired goal.

   I. Social--You have the ability to get along with others and/or to help others.

ABILITIES

Intelligence

Analytical

Writing

Artistic

Musical

Persuasive

Physical

Manual

Social

PERSONAL ASSESSMENT

ACTIVITY SHEET 6--DISCOVERING YOUR ABILITIES

Directions: Answer the following questions by placing a check in the blank that best answers the questions about you.

A. DO YOU:	YES	NO
1. Think things out for yourself?	___	___
2. See the relationship between what you learn and what you have learned before?	___	___
3. Remember what you have learned without much effort?	___	___
4. Know more about certain subjects than your classmates?	___	___
5. Have above average grades in many of your subjects?	___	___

TOTAL YES ANSWERS ______________

B. DO YOU:	YES	NO
1. Spend extra time on an assignment that really interests you?	___	___
2. Work on projects even after you have failed to get the results you want after several tries?	___	___
3. Want to know the causes and reasons for things happening?	___	___
4. Enjoy reading about new inventions or discoveries?	___	___
5. Enjoy understanding what makes things work, even to the extent of taking them apart?	___	___

TOTAL YES ANSWERS ______________

C. ARE YOU THE TYPE OF PERSON WHO:	YES	NO
1. Writes essays that teachers say are really good?	___	___
2. Writes stories that others have said are really good?	___	___
3. Writes poetry that others have said is really good?	___	___
4. Reads every chance you get?	___	___
5. Is good at coming up with new ideas for stories, poems, etc.?	___	___

TOTAL YES ANSWERS ______________

D. DO YOU:	YES	NO
1. Draw pictures that others say are really good?	___	___
2. Sketch cartoons that others say are really good?	___	___
3. Use art as a way of telling others what you think or how you feel?	___	___
4. Look at art work that others have done?	___	___
5. Draw pictures while daydreaming?	___	___
6. Use oil paints or pastels with success?	___	___

TOTAL YES ANSWERS ______________

E. DO YOU:	YES	NO
1. Sing well?	___	___
2. Have others who ask you to sing for special occasions?	___	___
3. Take lessons from someone to learn to play a musical instrument?	___	___
4. Have others who ask you to play a musical instrument for special occasions?	___	___
5. Perform in a musical group at church, school, or for money?	___	___
6. Enjoy listening to music?	___	___
7. In the opinion of someone who is an expert, have a musical talent above that of most persons?	___	___

TOTAL YES ANSWERS ______________

F. ARE YOU GOOD AT:	YES	NO
1. Selling things?	___	___
2. Making others see your point?	___	___
3. Getting your friends to do something you wish?	___	___
4. Getting your parents to let you do something you wish?	___	___

TOTAL YES ANSWERS ______________

G. DO YOU:	YES	NO
1. Play on a sports team at your school or in your city?	___	___
2. Participate in a physical activity often?	___	___
3. Enjoy watching sports either in person or on television?	___	___

4. Receive praise from your coach on how well you perform? ___ ___

5. Think you are good in sports? ___ ___

6. Think you are in good physical shape? ___ ___

7. Receive praise from others on how well you perform? ___ ___

TOTAL YES ANSWERS ____________

H. ARE YOU GOOD AT: YES NO

1. Putting puzzles together? ___ ___

2. Putting model ships, cars, or planes together? ___ ___

3. Sewing or other kinds of needlework? ___ ___

4. Following directions? ___ ___

5. Building things that require extra work and time?

6. Craft projects that require putting together small pieces? ___ ___

7. Repairing machines? ___ ___

TOTAL YES ANSWERS ____________

I. DO YOU: YES NO

1. Do volunteer work? ___ ___

2. Find that your friends tell you about their problems? ___ ___

3. Often think of ways you can make others feel better? ___ ___

4. Find yourself with others more often than alone? ___ ___

5. Try to stop the fights in your school before they get out of hand? ___ ___

6. Hold your temper most of the time? ___ ___

7. Try to see the other person's point of view? ___ ___

TOTAL YES ANSWERS ____________

TO FIND OUT WHAT YOUR ANSWERS MEAN:

1. Write the letter of the group that had the most yes answers. ____________

2. Write the letter of the group that had the next highest number of yes answers. _________

3. Write the letter of the group that has the third highest number of yes answers. _________

4. Match the letters to the chart below to find out what abilities you have.

A.	INTELLIGENCE	You have the ability to learn things easily.
B.	ANALYTICAL	You have the ability to solve problems by breaking them into parts to see how they make the whole.
C.	CREATIVE LITERACY	You have the ability to write in a manner that is enjoyable for others to read.
D.	ARTISTIC	You have the ability to make things that have form and/or beauty.
E.	MUSICAL	You have the ability to put tones together in a manner that is pleasing to the ear.
F.	PERSUASIVE	You have the ability to convince others.
G.	PHYSICAL	You have the ability to use your body or parts of your body to reach a desired goal.
H.	MANUAL	You have the ability to use your hands to reach a desired goal.
I.	SOCIAL	You have the ability to get along with others and/or to help others.

PERSONAL ASSESSMENT

ACTIVITY SHEET 7--STRENGTHS AND WEAKNESSES

Directions: Considering your interests and abilities, list your strengths and weaknesses.

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

PERSONAL ASSESSMENT

ACTIVITY SHEET 8--SELF-PROFILE SHEET

Directions: Review the previous Activity Sheets in Unit II and list in the spaces provided your most important needs, values, interests, and abilities. This will give you a chance to see and consider all of these factors together.

NEEDS	VALUES	INTEREST AREAS
1.	1.	1.
2.	2.	2.
3.	3.	3.
	4.	
	5.	

ABILITY AREAS

1.

2.

3.

ACTIVITY

PERSONAL ASSESSMENT

UNIT TEST

A. Match the terms related to personal assessment to their definitions by placing the correct letter in the space at the left.

_____1. Unique

_____2. Need

_____3. Aptitude

_____4. Values

_____5. Ability

_____6. Interest

_____7. Characteristics

a. quality about yourself which distinguishes you from others

b. something you must have

c. something to which you give special attention

d. the power or means to do something

e. something that is completely different from anything else

f. an ability that you have naturally

g. beliefs that you think are important

B. Fill in the blanks with the correct words.

1. Most people work to satisfy their _______________.
2. _______________ reflect your needs and how important these needs are to you.
3. Interests _______________ you; you usually do better in something if you like and enjoy what you are doing.
4. The kind of classes you enjoy taking is an example of your _______________.
5. Knowing what your abilities are can help you learn your _______________ and weaknesses.
6. Your interest in a job does not always mean you have the _______________ to do the work.
7. Throughout your lifetime, many factors will influence your _______________.

C. Answer the following statements True or False by placing a T for True or an F for False in the blanks at the left.

_____ 1. It is not necessary to know your abilities to choose a career.

_____ 2. An example of an area of ability is intelligence.

_____ 3. Knowing what your abilities are can help you narrow your choice of careers.

_____ 4. Understanding yourself is easy to do.

_____ 5. Many traits and characteristics make the total person.

_____ 6. Knowing your areas of interest has little to do with choosing a career.

_____ 7. You will feel more comfortable with your choices if you make your decisions based on information you have learned about yourself and jobs.

_____ 8. Needs do not influence actions.

_____ 9. Your family and your religion have little influence on your values.

_____10. An example of an interest is liking to write or paint.

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT OBJECTIVE

After completing this unit, the student should be able to identify and analyze the jobs within the business and office cluster. Also, the student will have developed a broad range knowledge of the career options associated with the business office and cluster.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Identify the seven families within the business and office cluster
2. List various job possibilities within the seven families
3. Define terms related to the various office families
4. Identify job duties, abilities, working conditions, training, and promotional outlook for the following occupations:
    a. Bookkeeper
    b. Word processing operator
    c. Legal secretary
    d. Hotel/Motel manager
    e. Personnel assistant
    f. Bank teller
    g. Receptionist

UNIT III

BUSINESS AND OFFICE CLUSTER

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review the unit of instruction and localize and individualize the material for your program.

B. Gather various large cities' classified advertisement sections to be used in various activity sheets.

C. Prepare a bulletin board.

D. Obtain various types of office equipment and activities for students to see and use.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--OVERVIEW OF THE SEVEN BUSINESS AND OFFICE FAMILIES

1. Review the 15 clusters in Unit I.

2. Discuss the seven occupational areas within the business and office cluster.

3. Do the following Activity Sheets.

a. ACTIVITY SHEET 1--CROSSWORD PUZZLE

b. ACTIVITY SHEET 2--CLASSIFIED ADS

B. INFORMATION SHEET 2--ACCOUNTING FAMILY

1. Explain the basic acounting terminology. Do ACTIVITY SHEET 3--CROSSWORD PUZZLE.

2. Inform the students of the possible jobs in the accounting family. Provide the classified advertisement section of various newspapers for students to review the different jobs available in this family.

3. Explain the duties, abilities, working conditions, training, and promotional outlook for a bookkeeper.

4. Do ACTIVITY SHEET 4--ASSETS, LIABILITIES, CAPITAL

B. INFORMATION SHEET 3--COMPUTER FAMILY

1. Explain the basic computer terminology.

2. Inform the students of the possible jobs in the computer family. Provide the classified advertisement section of various newspapers for students to review the different jobs available in this family.

3. Explain the duties, abilities, working conditions, training, and promotional outlook for a word processor.

4. Do the following Activity Sheets.

   a. ACTIVITY SHEET 5--WORD FIND

   b. ACTIVITY SHEET 6--OCCUPATIONAL INFORMATION SHEET

C. INFORMATION SHEET 4--SECRETARIAL SCIENCE FAMILY

1. Explain the basic secretarial terminology.

2. Inform the students of possible jobs in the secretarial science family.

3. Explain the duties, abilities, working conditions, training, and promotional outlook for a legal secretary.

4. Do the following Activity Sheets.

   a. ACTIVITY SHEET 7--WORD SCRAMBLE

   b. ACTIVITY SHEET 8--SECRETARIAL JOBS

   (NOTE: You will need to gather various classified advertisement sections for this activity.)

D. INFORMATION SHEET 5--MANAGEMENT FAMILY

1. Explain the terminology.

2. Inform the students of the kind of jobs in this family.

3. Discuss the duties, abilities, working conditions, training, and promotional outlook for a hotel/motel manager.

4. Do ACTIVITY SHEET 9--CROSSWORD PUZZLE

E. INFORMATION SHEET 6--PERSONNEL FAMILY

1. Discuss the terms and definitions.

2. Inform the students of the possible jobs in the personnel family.

3. Explain the duties, abilities, working conditions, training, and promotional outlook for a personnel assistant.

4. Do ACTIVITY SHEET 10--WORD FIND

F. INFORMATION SHEET 7--FINANCIAL--INSURANCE--REAL ESTATE FAMILY

1. Discuss the terms and definitions.

2. Inform the students of the possible jobs within this family.

3. Explain the duties, abilities, working conditions, training, and promotional outlook for a bank teller.

4. Do ACTIVITY SHEET 11--WRITING A CLASSIFIED AD

G. INFORMATION SHEET 8--OFFICE CLERICAL FAMILY

1. Inform the students of the possible jobs within this family.

2. Explain the duties, abilities, working conditions, training, and promotional outlook for a receptionist.

3. Do the following Activity Sheets.

   a. ACTIVITY SHEET 12--SALARY RANGES, PROMOTION POSSIBILITIES, AND EMPLOYMENT OUTLOOK FOR JOBS

   b. ACTIVITY SHEET 13--PROS AND CONS

   c. ACTIVITY SHEET 14--INFORMATION INTERVIEW

IV. Transparency Masters

A. TM-1--OCCUPATIONAL FAMILIES WITHIN THE BUSINESS AND OFFICE CLUSTER

B. TM-2--BASIC ACCOUNTING FORMULA

C. TM-3--JOBS IN ACCOUNTING FAMILY

D. TM-4--BASIC COMPUTER COMPONENTS

E. TM-5--BASIC SECRETARIAL DUTIES

F. TM-6--JOBS IN THE MANAGEMENT FAMILY

G. TM-7--JOB INTERVIEW

H. TM-8--BANK, INSURANCE COMPANY, REAL ESTATE OFFICE

I. TM-9--JOBS IN CLERICAL FAMILY

V. Evaluation

A. Give the test after the completion of the Information Sheet and Activity Sheet.

B. Use the test as an assignment for the student.

C. Some students may respond better to an oral test.

D. You should add evaluation questions for any material added to the unit.

VI. Answers to the Activity Sheets and Test

A. Answers are based on the information covered in the unit.

B. For convenience of grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Hendrix, Mary. Occupational Clusters Instructional Guide. Commerce, TX: Occupational Curriculum Laboratory, 1985.

B. Hendrix, Mary. Self Appraisal Instructional Guide. Commerce, TX: Occupational Curriculum Laboratory, 1984.

C. Herr, Elwin L. and Stanley H. Cramer. Career Guidance Through the Life Span. Boston, MA: Little, Brown and Company, 1979.

UNIT III

BUSINESS AND OFFICE CLUSTER

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Across

1. management
2. computer
6. finance
7. secretarial science

Down

2. accounting
4. personnel
5. office-clerical

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

Down

1. journals
2. debit
3. journalizing
4. transaction
5. bookkeeping
7. posting

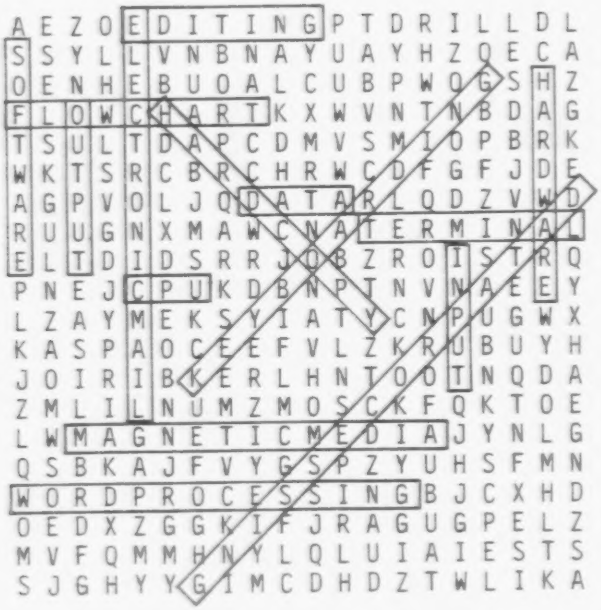
Across

6. accounting
8. account
9. assets
10. credit
11. liability
12. ledger

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5



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A E Z O E D I T I N G P T D R I L L D L
S S Y L L V N B N A Y U A Y H Z O E C A
O E N H E B U O A L C U B P W O G S H Z
F L O W C H A R T K X W V N T N B D A G
T S U L T D A P C D M V S M I O P B R K
W K T S R C B R C H R W C D F G F J D E
A G P V O L J Q D A T A R L O D Z V W D
R U U G N X M A W C N A T E R M I N A L
E L T D I D S R R J O B Z R O I S T R Q
P N E J C P U K D B N P T N V N A E E Y
L Z A Y M E K S Y I A T Y C N P U G W X
K A S P A O C E E F V L Z K R U B U Y H
J O I R I B K E R L H N T O O T N Q D A
Z M L I L N U M Z M O S C K F Q K T O E
L W M A G N E T I C M E D I A J Y N L G
Q S B K A J F V Y G S P Z Y U H S F M N
W O R D P R O C E S S I N G B J C X H D
O E D X Z G G K I F J R A G U G P E L Z
M V F Q M M H N Y L Q L U I A I E S T S
S J G H Y Y G I M C D H D Z T W L I K A
```

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 7

1. correspondence
2. terminology
3. summons
4. transcriber
5. law department
6. publications
7. administrative assistant
8. dictation
9. appointment calendar

1. administrative assistant
2. law department
3. correspondence
4. appointment calendar
5. publications
6. transcribed
7. dictation
8. terminology
9. summons

ACTIVITY SHEET 8

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 9

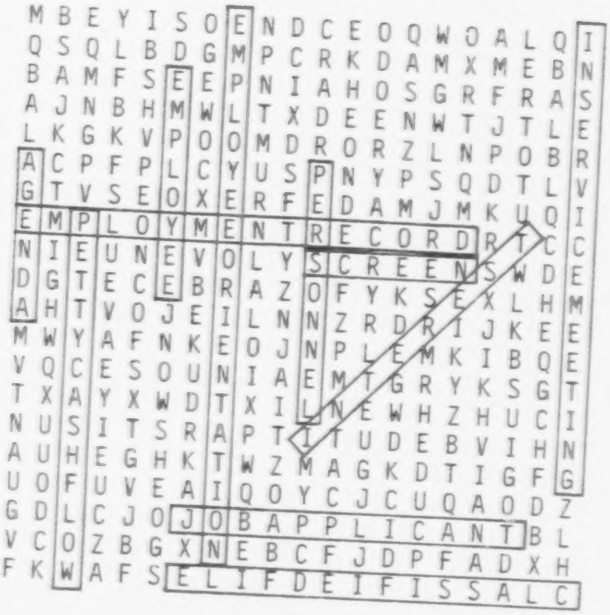
Down

1. management
2. estimate
3. advertising
6. policy

Across

3. assistant
4. budget
5. coordinate
7. independently owned

ACTIVITY SHEET 10



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M B E Y I S O E N D C E O Q W O A L Q I
Q S Q L B D G M P C R K D A M X M E B N
B A M F S E E P N I A H O S G R F R A S
A J N B H M W L T X D E E N W T J T L E
L K G K V P O O M D R O R Z L N P O B R
A C P F P L C Y U S P N Y P S Q D T L V
G T V S E O X E R F E D A M J M K U Q I
E M P L O Y M E N T R E C O R D R T C C
N I E U N E V O L Y S C R E E N S W D E
D G T E C E B R A Z O F Y K S E X L H M
A H T V O J E I L N N Z R D R I J K E E
M W Y A F N K E O J N P L E M K I B Q E
V Q C E S O U N I A E M T G R Y K S G T
T X A Y X W D T X I L N E W H Z H U C I
N U S I T S R A P T I T U D E B V I H N
A U H E G H K T W Z M A G K D T I G F G
U O F U V E A I Q O Y C J C U Q A O D Z
G D L C J O J O B A P P L I C A N T B L
V C O Z B G X N E B C F J D P F A D X H
F K W A F S E L I F D E I F I S S A L C
```

ACTIVITY SHEETS 11, 12, 13, and 14

Evaluated to the satisfaction of the instructor.

UNIT III

BUSINESS AND OFFICE CLUSTER

ANSWERS TO UNIT TEST

PART 1

A. 1. f
2. b
3. g
4. d
5. a
6. e
7. c

B. 1. a
2. c
3. a
4. b
5. c
6. b
7. b
8. a

PART 2

A. 1. T
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. F

D. 1. e
2. g
3. c
4. b
5. h
6. f
7. a
8. d

B. 1. financial
2. accounting
3. payroll
4. bookkeeping

C. 1. c
2. b
3. b
4. a
5. c

PART 3

A. 1. e
2. h
3. b
4. i
5. k
6. f
7. l
8. g
9. a
10. d
11. j
12. c

B. 1. computer
2. data processing
3. central processing unit
4. business and office
5. word processing

C. 1. a
2. c
3. a
4. b
5. c

PART4

A. 1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. F

B. 1. C
2. A
3. C
4. B
5. C

C. 1. appointment calendar
2. summons
3. law department
4. dictation
5. publication

PART 5

A. 1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. T
10. T

B. 1. g
2. b
3. e
4. i
5. h
6. a
7. d
8. f
9. c

C. 1. b
2. a
3. b
4. c
5. a
6. c

PART 6

A. 1. interest
2. classified or confidential files
3. employee orientation
4. aptitude
5. petty cash flow
6. job applicant
7. agenda
8. employee
9. personnel
10. employment record

B. 1. T
2. F
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. F

PART 7

A. 1. d
2. i
3. e
4. b
5. g
6. j
7. c
8. h
9. f
10. a

B. 1. F
2. T
3. T
4. F
5. T
6. T
7. T
8. F
9. F
10. T

PART 8

	A.	B.
1.	T	a
2.	F	c
3.	T	a
4.	F	b
5.	T	c
6.	T	b
7.	F	c
8.	T	a
9.	T	b

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 1--OVERVIEW OF THE SEVEN BUSINESS AND OFFICE FAMILIES

I. Accounting Family

   A. Involved in methods of keeping and explaining financial records

   B. Examples of occupations:

      1. Accountant

      2. Bookkeeper

      3. Statistician

II. Computer Family

   A. Involved in electronic data processing

   B. Examples of occupations:

      1. Programmer

      2. Data typist

      3. Word processing operator

III. Secretarial Science Family

   A. Involved in record keeping, taking dictation, editing, and writing

   B. Examples of occupations:

      1. Legal secretary

      2. Court reporter

      3. Medical secretary

IV. Management Family

   A. Involved in planning and directing the activities of employees

   B. Examples of occupations:

      1. Supervision

      2. Manager

      3. Executive

      4. Hotel/motel manager

V. Personnel Family

  A. Involved in recruiting, interviewing, and hiring employees

  B. Examples of occupations:

    1. Recruiter

    2. Personnel technician

    3. Personnel clerk

    4. Personnel assistant

VI. Finance - Insurance - Real Estate Family

  A. Finance--involved in managing money

  B. Insurance--involved in insuring against loss

  C. Real Estate--involved with buying, selling, or renting land, homes, businesses, etc.

  D. Examples of occupations:

    1. Bank personnel

    2. Auditor

    3. Actuary

    4. Real estate salesperson

    5. Bank teller

VII. Office (clerical) Family

  A. Involved in supporting on-going office operations

  B. Examples of occupations:

    1. Typist

    2. Receptionist

    3. Clerk

OCCUPATIONAL FAMILIES WITHIN BUSINESS & OFFICE CLUSTER

Accounting

Computer

Secretarial Science

Management

Personnel

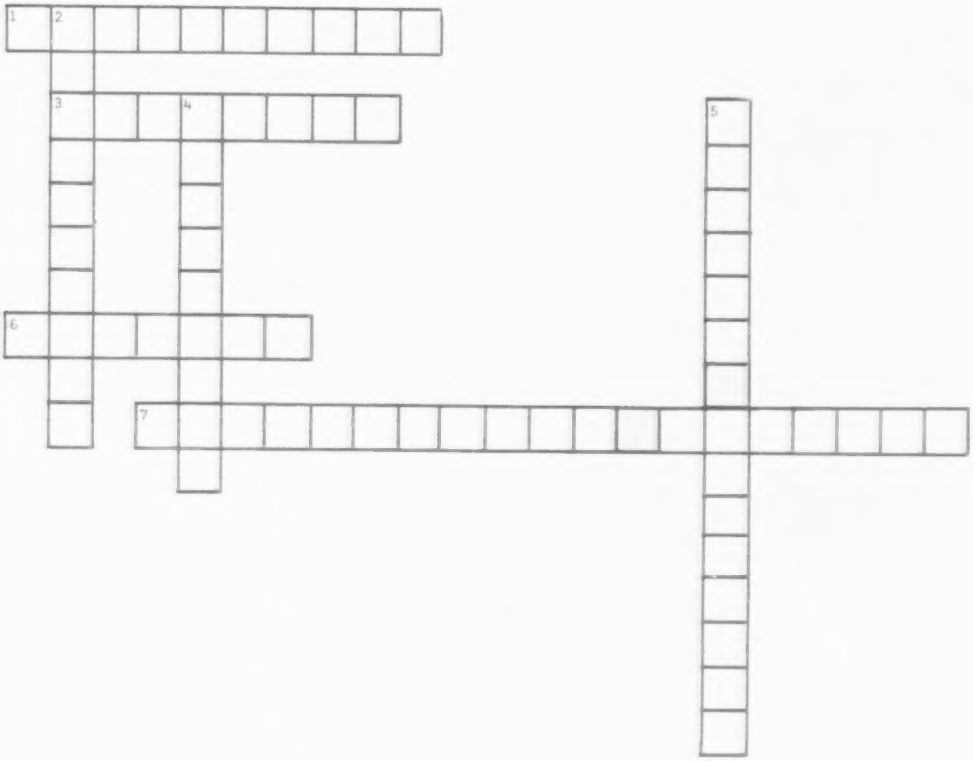
Finance–Insurance–Real Estate

Office Clerical

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 1--CROSSWORD PUZZLE



ACTIVITY

ACROSS

1. Job family involved in planning and directing the activities of employees
3. Job family involved in electronic data processing
6. Job family involved in managing money
7. Job family involved in record keeping, taking dictation, editing, and writing

DOWN

2. Job family involved in methods of keeping and explaining financial records
4. Job family involved in recruiting, interviewing, and hiring employees
5. Job family involved in supporting on-going office operations

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 2--CLASSIFIED ADS

Directions: Find one classified ad for each of the seven occupational families in the business and office cluster. Cut them out and attach them to the correct job family. Then write the skills listed in the ad in the space provided.

OCCUPATIONAL CLUSTERS WITHIN THE BUSINESS AND OFFICE CLUSTER

1. Accounting:

Skills:________________________

2. Computer:

Skills:________________________

3. Secretarial Science:

Skills:________________________

4. Management:

Skills:________________________

5. Personnel:

Skills:________________________

6. Finance - Insurance - Real Estate:

Skills:____________________________

7. Office (Clerical):

Skills:____________________________

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 2--ACCOUNTING FAMILY

I. Basic Accounting Terms

   A. Account--a record of debit and credit transactions posted to a ledger

   B. Accounting--the system of recording, summarizing, analyzing, verifying, and reporting financial transactions

   C. Assets--items of value that are owned

   D. Bookkeeping--the system of recording financial transactions

   E. Capital--the difference between the assets and liabilities

   F. Credit--an amount recorded on the right side of an account

   G. Debit--an amount recorded on the left side of an account

   H. Journal--the book(s) used to analyze each transaction

   I. Journalizing--the act of recording transactions in a journal

   J. Ledger--the book(s) used to keep a record of all accounts

   K. Liability--an amount owed to a person or business

   L. Posting--the act of recording transactions in a ledger from a journal

   M. Transaction--the exchange of values

II. Job Family: Accounting

   A. Samples of jobs in this job family

      1. Bookkeeper

      2. Accountant

      3. Payroll clerk

      4. Bookkeeping machine operator

      5. Cashier

      6. Accounts supervisor

      7. Statistician

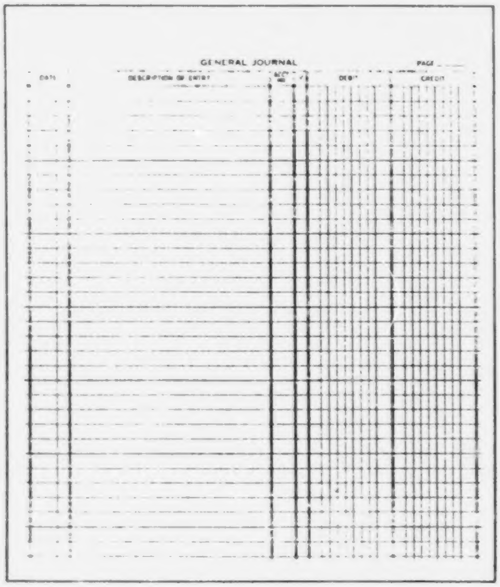
B. For information about the above jobs, check the following books:

1. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needs for a job, and job prospects for the near future.

2. Dictionary of Occupational Titles--a book containing a listing of jobs and their job duties.

III. Bookkeeper

A. Job duties



1. Maintains journals and ledgers

a. Cash receipts journal--the journal used to journalize all payments received

b. Cash payment journal--the journal used to journalize all payments of expenses

c. Purchase journal--the journal used to journalize items purchased

d. Sales journal--the journal used to journalize items sold

e. General journal--the journal used to journalize items which do not fit in any of the other journals

f. Accounts payable ledger--the ledger used to post the purchase journal and cash payment journal

g. Accounts receivable ledger--the ledger used to post the sales journal and cash receipts journal

h. General ledger--the ledger used to post from all of the journals

2. Maintains payroll records

a. Employee earnings records--the record of employee's earnings

b. Payroll deductions--the deductions taken from an employee's salary

c. Payroll register--the register used to keep all employees' hours worked, wages earned, rate of pay, exemptions, deductions, and pay

3. Operates office machines
    a. Ten-key adding machine
    b. Electronic calculator
    c. Computer
4. Prepares financial records
    a. Trial balance--a testing method used to make sure the debits and credits equal
    b. Worksheet--used to save time before preparing the financial reports
    c. Income statement--a statement prepared to find out how much a company has earned or lost
    d. Balance sheet--a statement prepared to give information about the assets, liabilities, and capital

B. Where employed--almost any business of a fair size
1. Duties may vary by the size of the firm
    a. Small firm--may do all of the bookkeeping duties
    b. Large firm--may do only a part of the total bookkeeping cycle

        EXAMPLE 1: Accounts payable bookkeeper

        EXAMPLE 2: Safe-deposit box bookkeeper
2. May work alone or directly under someone
    a. Small firm--often works alone
    b. Large firm--may work for a head bookkeeper or accountant

C. Abilities
1. Ability to concentrate
2. Ability to work alone
3. Ability to work well with details
4. Ability to work well with numbers

D. Working conditions
1. Standard 40-hour week
2. Some overtime at peak times, such as tax time

3. Indoor work
4. Sit most of the day

E. Preparation and training

1. Least amount of training needed
    a. High school diploma
    b. High school courses in business
        (1) Business math
        (2) Accounting
        (3) Business and office machines
        (4) Bookkeeping
        (5) Introduction to data processing--more and more, it is good to know about computers
2. Frequently needed training
    a. Training in one- or two-year program beyond high school
        (1) Community college
        (2) Junior college
        (3) Business school
        (4) College
    b. Program of study called bookkeeping
    c. Samples of courses in a bookkeeping program:
        (1) Bookkeeping
        (2) Business math
        (3) Data processing
        (4) Office machines
        (5) Introduction to programming
        (6) Cost accounting
        (7) Office practices
        (8) Federal tax accounting
        (9) Accounting with microcomputers

3. Promotion outlook

   a. Promotion to supervisor or head bookkeeper

   b. Further schooling needed to become an accountant (four-year college degree)

BASIC ACCOUNTING FORMULA

Assets= Liabilities + Capital

or

Capital= Assets – Liabilities

JOBS IN ACCOUNTING FAMILY

Bookkeeper

Accountant

Payroll Clerk

Bookkeeping Machine Operator

Cashier

Accounts Supervisor

Statistician

Cost Accountant

Tax Accountant

Accounting Clerk

Auditor

Budget Accountant

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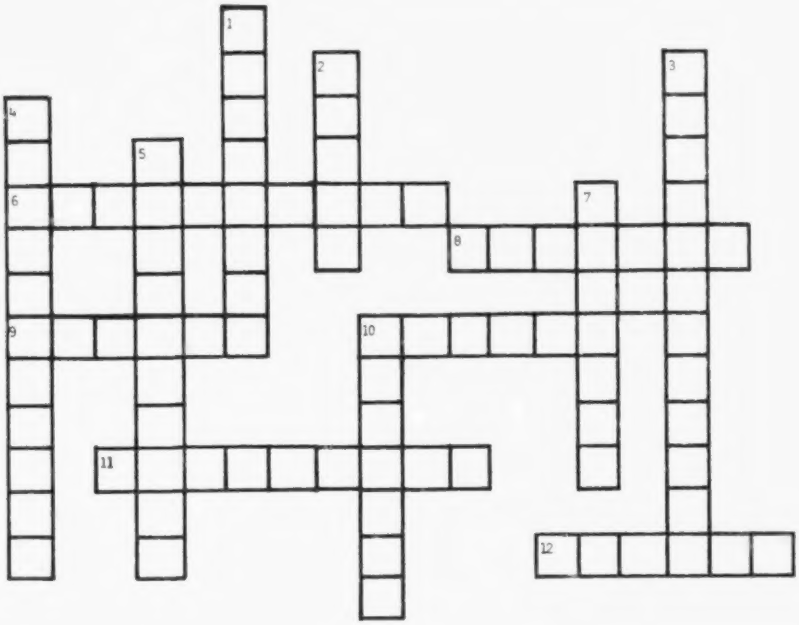
UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 3--CROSSWORD PUZZLE



Down

1. The books used to analyze each transaction
2. The amount recorded on the left side of an account
3. The act of recording transactions in a journal
4. The exchange of value
5. The system of recording financial transactions
7. The act of recording information in a ledger from a journal
10. The difference between the assets and liabilities

Across

6. The system of recording, summarizing, analyzing, verifying, and reporting financial transactions
8. A record of debit and credit transactions posted to a ledger
9. Items of value that are owned
10. An amount recorded on the right side of an account
11. An amount owed to a person or business
12. Used to keep a record of all accounts

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 4--ASSETS--LIABILITIES--CAPITAL

Directions: In the boxes below, list your assets (items of value that you own) and your liabilities (an amount owed to a person or business). Some examples of assets are cash, savings, stereo, camera, and car. Some examples of liabilities are money owed your mother, lunch money, and money owed against a car. After completing the two boxes, subtract your liabilities from your assets to find out how much you are worth.

Assets - Liabilities = Capital

	Item	Value
1.	________	________
2.	________	________
3.	________	________
4.	________	________
5.	________	________
6.	________	________
7.	________	________
8.	________	________
9.	________	________
10.	________	________

	Item	Value
1.	________	________
2.	________	________
3.	________	________
4.	________	________
5.	________	________
6.	________	________
7.	________	________
8.	________	________
9.	________	________
10.	________	________

How much you are worth

Total ________ - Total ________ = ____________

ACTIVITY

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 3--COMPUTER FAMILY

I. Terms and Definitions

A. CPU--Central processing unit; the brains of a computer

B. CRT--Cathode ray tube; the function of handling data

C. Data--a term used to describe numbers, facts, letters, symbols, names, etc.

D. Data processing--the activities related to handling data

E. Editing--the act of deleting, moving, inserting, correcting, and copying text

F. Electronic mail--the sending of messages to different locations by means of a computer

G. Flowchart--the step-by-step procedure in symbols needed to run a program

H. Hard copy--a report, letter, etc. which has been printed on paper

I. Hardware--computer equipment which can be seen

J. Input--information or data to be entered into a computer

K. Keyboarding--the act of entering data using a device similar to a typewriter

L. Magnetic media--magnetic material on which data may be recorded; such as tape, disk, or film

M. Output--the final results from the computer transferred to another device such as a printer

N. Software--all materials which control and operate the hardware

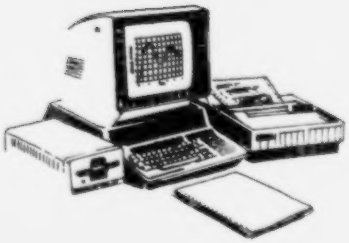
O. Terminal--a device used to enter and output information

P. Word processing--the method of producing written communication on a computer

II. Job Family: Computer

A. Samples of jobs in this job family

1. Word processing operator



2. Data typist
3. Computer operator
4. Computer programmer
5. Systems analyst
6. Data reduction technician
7. High speed printer operator

B. For further information about the above jobs, check the following books.

1. Dictionary of Occupational Titles--book containing a listing of jobs and their job duties.
2. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needed for a job, and job prospects for the near future.

III. Word Processing Operator

A. Job Duties

1. Runs word processing equipment
    a. Logs into the system
    b. Operates standard keyboards
    c. Gains entry into system
    d. Operates keyboard function keys
    e. Runs word processing program
    f. Stores letters, records, reports, etc.
    g. Operates printer
    h. Operates electronic mail devices
2. Processes documents--letters, memos, and reports
    a. Formats document
    b. Inputs document
    c. Revises and corrects document
    d. Stores document
    e. Proofreads document

f. Retrieves document

g. Prints document

3. Operates various word processing systems

a. Stand-alone

b. Dedicated word processor with shared option printer

c. Word processor system

d. Word processing system with centralized CPU

4. Performs miscellaneous clerical duties

a. Answers the telephone

b. Files electronically or manually

c. Handles incoming and outgoing mail

d. Uses resources and references

e. Organizes work

f. Accepts job instructions

g. Accepts co-workers and supervisors

B. Where employed--in nearly every office of size which has a computer, terminal, and printer

C. Abilities

1. Ability to concentrate

2. Typing ability

3. Ability to work fast and correctly

4. Ability to focus on details

5. Good eye-hand coordination

D. Working conditions

1. Standard 40-hour week

2. Some overtime

3. Indoor work

4. Sit for long lengths of time

INFORMATION

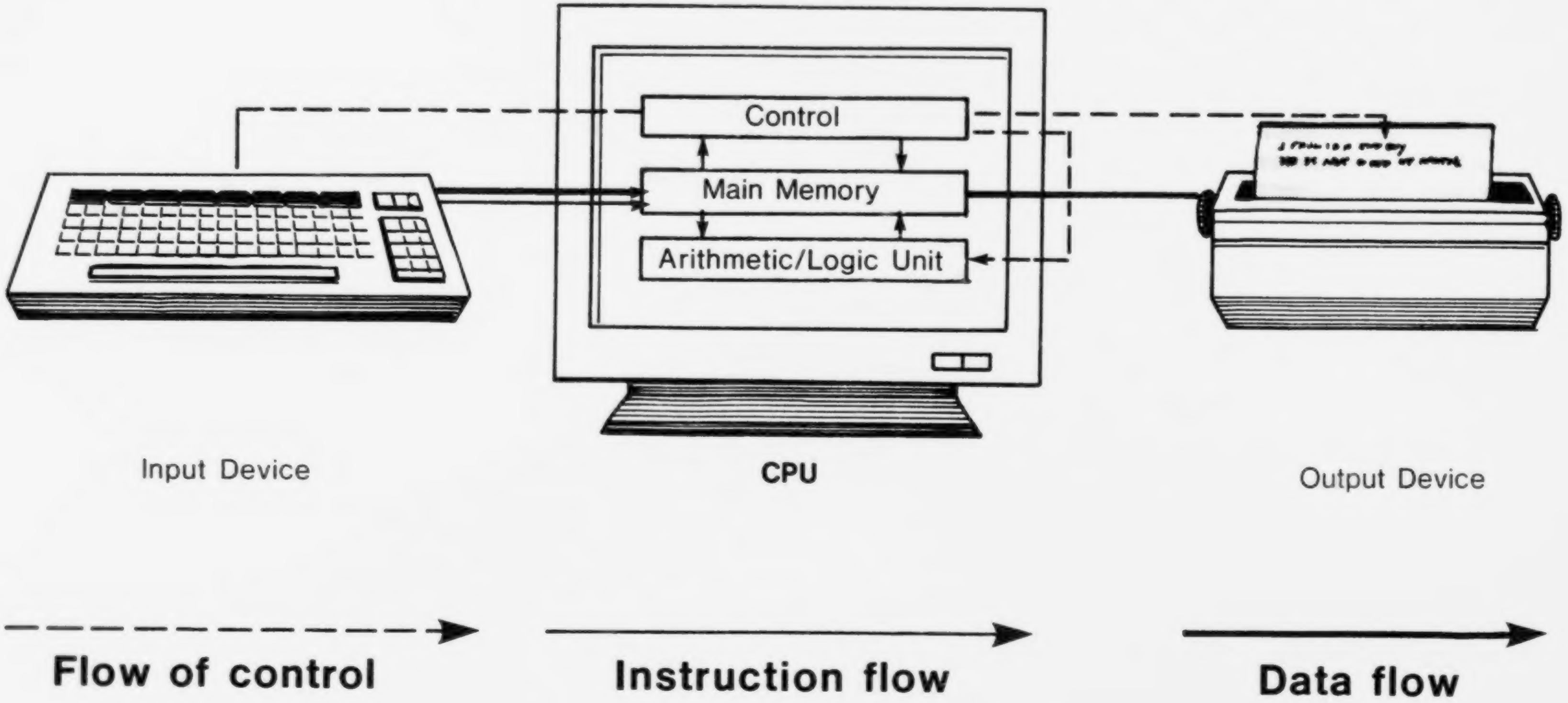
E. Preparation and training

1. Least amount of training needed
    - a. High school diploma
    - b. High school courses in business
        - (1) Typing
        - (2) English
        - (3) Office machines
        - (4) Word processing
        - (5) Data processing
2. Frequently needed training
    - a. Training in a one-year program beyond high school
        - (1) Community college
        - (2) Junior college
        - (3) Business school
    - b. Program of study called word processing or data entry
    - c. Examples of courses
        - (1) Data entry
        - (2) Word processing
        - (3) Office practices
        - (4) Typing
        - (5) Office machines
        - (6) Business math
        - (7) Business communications
        - (8) Data processing
3. Promotion outlook
    - a. Promotion to supervisor

b. Continue schooling by enrolling in a two-year program at community college, junior college, or business school to become a computer operator

c. Continue schooling by enrolling in four-year college program to become a computer programmer

BASIC COMPUTER COMPONENTS


Control
Main Memory
Arithmetic/Logic Unit
Input Device
CPU
Output Device
Flow of control
Instruction flow
Data flow

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 5--WORD FIND

Directions: Locate and circle the words that are used in the computer field. The words may be spelled backwards or forward. The words may be located up and down, across, or diagonally.

output
CPU
keyboarding
hard copy
data
software
hardware
input
magnetic media
word processing
electronic mail
data processing
CRT
flowchart
editing
terminal

```
A E Z O E D I T I N G P T D R I L L D L
S S Y L L V N B N A Y U A Y H Z Q E C A
O E N H E B U O A L C U B P W O G S H Z
F L O W C H A R T K X W V N T N B D A G
T S U L T D A P C D M V S M I O P B R K
W K T S R C B R C H R W C D F G F J D E
A G P V O L J Q D A T A R L Q D Z V W D
R U U G N X M A W C N A T E R M I N A L
E L T D I D S R R J O B Z R O I S T R Q
P N E J C P U K D B N P T N V N A E E Y
L Z A Y M E K S Y I A T Y C N P U G W X
K A S P A O C E E F V L Z K R U B U Y H
J O I R I B K E R L H N T O O T N Q D A
Z M L I L N U M Z M O S C K F Q K T O E
L W M A G N E T I C M E D I A J Y N L G
Q S B K A J F V Y G S P Z Y U H S F M N
W O R D P R O C E S S I N G B J C X H D
O E D X Z G G K I F J R A G U G P E L Z
M V F Q M M H N Y L Q L U I A I E S T S
S J G H Y Y G I M C D H D Z T W L I K A
```

ACTIVITY

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 6--OCCUPATIONAL INFORMATION SHEET

Directions: Choose an occupation within the computer job family that interests you. Complete the Occupational Information Sheet using available resources such as:

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Other books about careers from your school library
4. Talking with people who currently have the career

OCCUPATIONAL INFORMATION SHEET

Name of Occupation ______________________________

Occupational Cluster ______________________________

I. Descriptions of Usual Duties Performed. (List a minimum of five duties.)

A. ______________

B. ______________

C. ______________

D. ______________

E. ______________

F. ______________

G. ______________

H. ______________

II. Qualifications Needed for the Job

A. What skills do you need?

1. ______________________________

2. ______________________________

B. What courses in high school would help to prepare you for this job?

______________ ______________

______________ ______________

______________ ______________

______________ ______________

C. Where can you get the training needed for this job?

1. ______________________________

2. ______________________________

3. ______________________________

III. Personality Traits, Interests, Aptitudes, etc., Needed for the Job

A. ______________

B. ______________

C. ______________

D. ______________

E. ______________

F. ______________

G. ______________

H. ______________

IV. Employment Opportunities

A. Are additional workers needed now in this occupation?

Yes or No

B. Will more workers be needed in the future?

Yes or No

C. Is it considered a bright future, status quo, or dead end job? (Underline which)

V. Advancement Opportunities

A. Are there opportunities for promotion?

Yes or No

B. What appear to be the steps for promotion?

1. ____________________
2. ____________________
3. ____________________
4. ____________________

C. Must you get additional training to qualify for promotion?

Yes or No

1. Formal	Yes	or	No
2. Informal	Yes	or	No
3. Apprentice Training	Yes	or	No

D. Are there related occupations to which this job may lead either with or without more training? Yes or No

What are some of these? ____________ ____________

____________ ____________

VI. Earnings

A. Beginning wage (Underline per hour, per day, or per week.)

$____________

B. Wage earned by most of the workers $____________

C. Highest wage $____________

D. Is there usually a vacation with pay? Yes or No

E. Other Benefits ______________________________

VII. Hour of Work

A. How many hours on the average would you work in this job?

1. Daily __________ 2. Weekly __________

B. Is there additional pay for overtime work? Yes or No

C. Are there seasonal layoffs? Yes or No

VIII. Sources of Information (Library; Specific book titles, etc.)

A. ______________________________

B. ______________________________

C. ______________________________

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 4--SECRETARIAL SCIENCE FAMILY

I. Terms and Definitions

- A. Administrative assistant--a person who is employed to help the employer or boss with the jobs assigned
- B. Appointment(s) calendar--a list of dates and times showing who is to meet someone at a certain time
- C. Correspondence--the writing and receiving of letters
- D. Dictation--the speaking or reading aloud of words for someone else to write down
- E. Law department--a section of a business that deals with all legal matters
- F. Publication--something published such as a book, newsletter, or magazine
- G. Summons--an order to appear in a court of law
- H. Terminology--the special words and phrases used in some area of work
- I. Transcribe--to write out in full notes that were taken earlier

II. Job Family: Secretarial Science

- A. Samples of jobs in this family
    1. Legal secretary
    2. Court reporter
    3. Medical secretary
    4. Executive secretary
    5. Bilingual secretary
    6. Stenographer
    7. Secretary
    8. Medical records clerk
- B. For information about the above jobs, check the following books:
    1. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needed for a job, and job prospects for the near future

2. Dictionary of Occupational Titles--a book containing a listing of jobs and their job duties

III. Legal Secretary

A. Job duties

1. Prepares legal papers and correspondence of a legal nature, such as summonses and complaints, and does general office work
2. Performs typing duties
    a. Works on typewriter
    b. Runs word processing equipment
    c. Types legal documents, letters, reports, etc.
3. Performs transcription duties
    a. Takes dictation
    b. Transcribes dictation
4. Performs filing duties
    a. Sets up and maintains filing system--electronically or manually
    b. Handles legal files
    c. Gets information from files
5. Runs office machines
    a. Transcribing equipment
    b. Copying machine
    c. Word processing equipment
6. Receives and passes out mail
7. Performs receptionist duties depending on size of office
8. Performs other office duties
    a. Telephone duties
    b. Maintains appointment(s) calendar
9. Uses knowledge of legal terminology

B. Where employed--in law firms, law departments of large businesses, or in law sections of federal or state agencies

C. Abilities

   1. Ability to keyboard

   2. Ability to spell, punctuate, and use grammar correctly

   3. Ability to communicate well

      a. Orally

      b. In writing

   4. Ability to take shorthand

   5. Ability to use word processing equipment

   6. Ability to pay attention to neatness and accuracy

      a. Willingness to work fast

      b. Willingness to retype so that document has no mistakes (very important on legal documents)

D. Working conditions

   1. Standard 40-hour week

   2. Some overtime

   3. Sit for long periods of time

   4. Work under pressure some of the time

E. Preparation and training

   1. Least amount of training needed

      a. High school diploma

      b. High school courses in business

         (1) Office practices

         (2) Typing

         (3) Shorthand

         (4) Business and office machines

         (5) English

2. Frequently needed training
    a. Training in a one- or two-year program beyond high school
        (1) Community college
        (2) Junior college
        (3) Business school
    b. Program of study called legal secretary or secretarial science
    c. Examples of courses
        (1) Typing
        (2) Shorthand
        (3) Legal terminology and procedures
        (4) Human relations
        (5) Applied communications
        (6) English
        (7) Office machines
        (8) Office procedures
        (9) Word processing
        (10) Office accounting
3. Promotion outlook
    a. Depends on size of company or office
    b. Promotion to supervisor, administrative assistant, or office manager in large firms
    c. With further schooling, can become legal assistant

F. National Association of Legal Secretaries offers a testing program
    1. Covers all aspects of the secretarial field
    2. If pass, receives title of Professional Legal Secretary
    3. Indicates to employer that secretary is fully qualified in all phases of legal secretarial work

BASIC SECRETARIAL DUTIES

Keyboarding

Transcription

Filing

Mail duties

Receptionist duties

Record keeping duties

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 7--WORD SCRAMBLE

ACTIVITY

Directions: Unscramble the words below and write the word in the space provided.

1. rcorpenedsnoec ____________________
2. glmreytooni ____________________
3. msousmn ____________________
4. brtcsrdaine ____________________
5. wla pemtratned ____________________
6. clbuoipsitan ____________________
7. maidtnsitarevi sitasastn ____________________
8. tcidonita ____________________
9. tpmtonapeni dlacrena ____________________

Using the words you unscramble, fill in the blanks with the correct word or phrase.

1. Mr. Jones has the position of ____________ ____________ to Mr. Anderson.
2. The _____ ____________ is researching the legal aspects of the request.
3. Pat typed the ____________ for the day.
4. Dale checked the ____________ ____________ to remind Ms. Gomez of her schedule for the day.
5. There are several different ____________ in the reception area for visitors to read.
6. Ms. Perez ____________ the notes she had taken at the meeting.
7. Kim took ____________ at the staff meeting.
8. The law ____________ was difficult for Pat to remember.
9. Carey received a ____________ to appear in court.

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 8--SECRETARIAL JOBS

Directions: There are many jobs in the secretarial science job family. The classified ads section of your newspaper will probably have a listing of jobs in this area. Find a want ad that tells about a job in the secretarial science field. Cut out the ad and staple it to this sheet. Answer the following questions using the information found in the want ad.

1. What is the title of the job? ____________________

2. What are the skills and abilities needed for this job? ____________________

____

3. What type and length of work experience is required? ____________________

____

4. Is any training required for this job? If so, what type? ____________________

____

5. Does the ad say anything about salary? Is so, what? ____________________

____

6. What is the name of the employer? ____________________

7. What is the address of the employer? ____________________

____

8. Was a telephone number given? If so, what was it? ____________________

9. How do you apply? (example: send a resume or call for an appointment)

____

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 5--MANAGEMENT FAMILY

I. Terms and Definitions

A. Advertising--telling about a product in public to get people to buy it or use it

B. Assistant--a helper

C. Budget--to plan in detail how to spend money

D. Coordinate--to bring together; to make it work well together

E. Estimate--a good guess about the amount to buy and the cost of that amount

F. Independently owned--owned by one or a small number of people; not a part of a chain

G. Management--the person or persons who direct a business

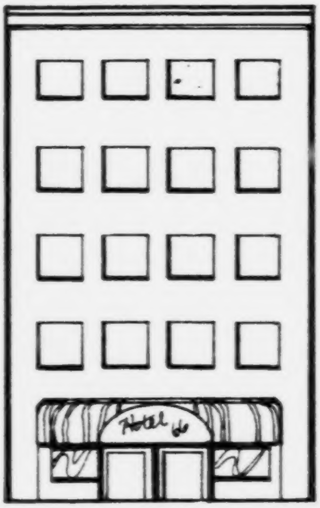
H. Policy--a plan or rule

I. Terminate--to end; to fire from a job

II. Job Family: Management

A. Samples of jobs in this job family

1. Hotel/motel manager
2. Public relations worker
3. Supervisor
4. Manager
5. Assistant manager
6. Executive
7. Educational director



B. For information about the above jobs, check the following books:

1. Dictionary of Occupational Titles--a book containing a listing of jobs and their job duties

INFORMATION

2. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needed for a job, and job prospects for the near future

III. Hotel/Motel Manager

A. Job duties

1. Assumes overall responsibility for running a hotel or motel

2. Directs and oversees management of departments of the hotel/motel

   a. Accounting

   b. Marketing

   c. Personnel

   d. Security

   e. Front office

   f. Maintenance

   g. Housekeeping (cleaning and laundry)

3. Coordinates a wide range of functions

   a. Conventions

   b. Receptions

   c. Meetings

   d. Workshops

4. Decides on policy on such matters as credit, personnel, rates, publicity, etc.

5. Plans dining room, coffee shops, bar, and banquet functions

   a. Directs food service employees

   b. Estimates and buys supplies

   c. Inspects for cleanliness

6. Hires employees

7. Terminates employees if necessary

8. Assigns job duties and responsibilities to department head
9. Plans budget
    a. Okays purchases
    b. Decides on funds each department will get
    c. Assists in planning budget for departments
10. May do bookkeeping, payroll, front desk work, reservations, and room assignments at small hotels/motels
11. Decides on advertising methods to be used
12. Handles any complaints from guests

B. Where employed--in hotels or motels

1. Duties can vary according to size of hotel/motel
    a. Small size hotel/motel--has limited staff and manager may assume duties such as work at front desk
    b. Large hotel/motel--has large staff with assistant and department heads to help run the hotel/motel

C. Abilities

1. Ability to solve problems
2. Ability to organize and direct the work of others
3. Ability to work with numbers
4. Ability to work well with the public
5. Ability to plan and start policies and programs
6. Ability to work well with details
7. Ability to make good decisions and to accept responsibility for those decisions

D. Working conditions

1. Often works overtime
2. May work evening and/or weekend shifts
3. Indoor work

E. Preparation and training

1. Least amount of training needed

a. High school diploma

b. On-the-job training--take minor job at hotel/motel and work your way up into management

(1) Only possible in smaller, independently owned hotels/motels

(2) Larger hotel/motel chains require a degree to get into management

2. Frequent amount of training needed

a. Training in a two-year program at a community or junior college

(1) Program of study called hotel/motel management

(2) Examples of courses

(a) Hotel/motel organization

(b) Communication skills

(c) Food and beverage management

(d) Front office procedure

(e) Hotel/motel sales promotion

(f) Food purchasing

(g) Micro-computers for business

b. Four-year degree in hotel/motel management from a college or university

(1) Program of study called hotel management

(2) Examples of courses

(a) Hotel administration

(b) Economics

(c) Accounting

(d) Marketing

(e) Data processing

   (f) Food service management and catering

   (g) Hotel maintenance engineering

3. Promotion outlook

   a. In small, independently owned hotel/motel--will promote employees who have proven their ability from entry-level jobs to higher level jobs

   b. In larger chain-owned hotel/motel--transfer to larger, more responsible job or to an opening in the central office

JOBS IN THE MANAGEMENT FAMILY

Hotel, motel manager

Public relations worker

Supervisor

Store Manager

Department Manager

Assistant Manager

Executive

Education Director

Manager, owner

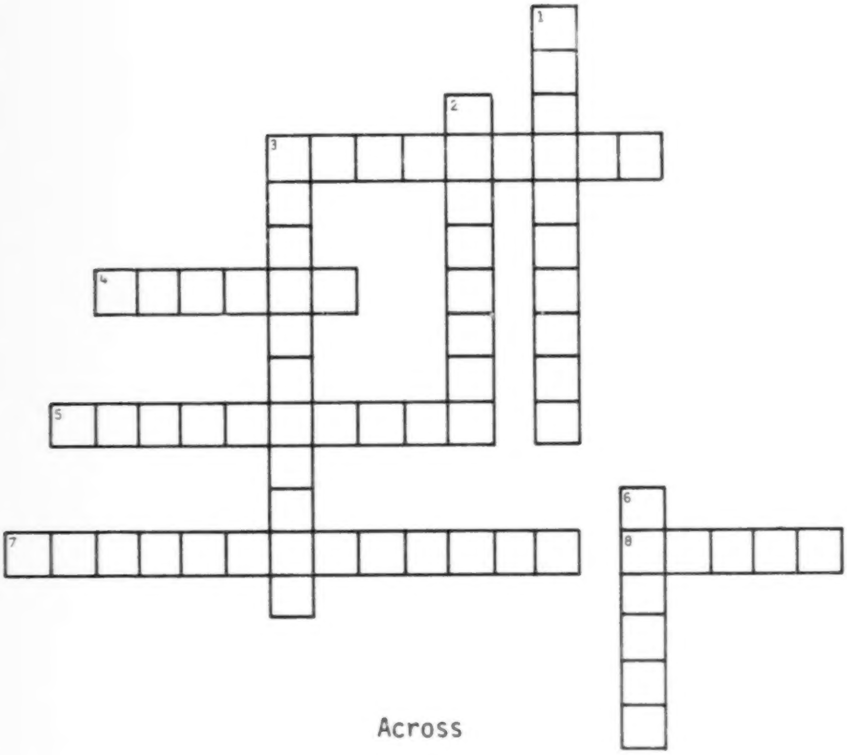
Junior Executive

Management trainee

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 9--CROSSWORD PUZZLE



Down

1. The person or persons who direct a business
2. A good guess about the amount to buy and the cost of the amount
3. Telling about a product in public; getting people to buy it or use it
6. A plan or rule

Across

3. A helper
4. To plan in detail how to spend money
5. To bring together; to make it work work well together
7. Owned by one person or a small number of people; not a part of a large chain

ACTIVITY

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 6--PERSONNEL FAMILY

I. Terms and Definitions

  A. Agenda--a list of things to be talked about at a meeting

  B. Aptitude--an ability that you have; quickness to learn or understand

  C. Classified/confidential files--private records

  D. Employee--someone who works for a business

  E. Employee orientation--a program to help new employees learn about the business

  F. Employment (or employee) record--information on file such as address, weekly earnings, absences, reports on work ability, and data and reasons for termination

  G. Inservice meetings--training sessions about a certain topic

  H. Interest--something which you like doing or think you will like doing; something to which you give special attention

  I. Job applicant--person who is applying for a job

  J. Petty cash flow--a small amount of money kept on hand in a business to pay for minor expenses

  K. Personnel--persons employed by a business

  L. Screen--to question in order to decide who and what a person wants

II. Job Family: Personnel

  A. Samples of jobs in this job family

    1. Personnel assistant

    2. Interviewer

    3. Job analyst

    4. Recruiter

    5. Personnel records clerk

    6. Position classifier

B. For information about the above jobs, check the following books

1. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needed for a job, and job prospects for the near future

2. Dictionary of Occupational Titles--a book containing a listing of jobs and their job duties

III. Personnel Assistant

A. Job duties

1. Compiles and keeps records of all personnel

2. Performs receptionist duties

   a. Sets up appointment for person applying for job

   b. Keeps appointment calendar

   c. Receives office callers and job applicants

   d. Screens people who wish to see the employer

3. Assists in new employee orientation

   a. Assists in preparing agenda

   b. Assists in selecting and reserving rooms

   c. Tells new employees of the meeting

4. Arranges for inservice meetings for employees

   a. Arranges meetings

   b. Assists in preparing agenda and getting supplies for meeting

   c. Handles travel plans

5. Performs typing duties

   a. Uses typewriter

   b. Types

      (1) Business letters

      (2) Memos

      (3) Minutes of meetings

      (4) Reports

        - (5) Accident and injury reports
        - (6) Statistical and wage reports
        - (7) Agendas
        - (8) Travel plans
        - (9) Information on printed forms
        - (10) Reports from employment records

6. Operates office machines
    - a. Transcribing machine
    - b. Photocopying machine
    - c. Electronic typewriter
    - d. Word processing equipment
7. Performs telephone duties
8. Handles the mail
9. Performs filing duties
    - a. Records following data for each employee
        - (1) Address
        - (2) Weekly earnings
        - (3) Absences
        - (4) Supervisor's reports on ability
        - (5) Date and reason for termination
    - b. Starts and maintains filing system for employment records
    - c. Handles classified/confidential files
10. May screen initial job application to see if it is filled out correctly
11. May handle office bookkeeping--usually in smaller companies
    - a. Manages petty cash fund
    - b. Computes payroll and payroll deductions for all employees
    - c. Prepares payroll checks

        d. Records payroll information on employee records
        e. Prepares tax forms
    12. Compiles reports from employment records as needed by employer
    13. May give and score aptitude and interest tests
    14. May prepare and file reports of accidents and injuries that happen on the job

B. Where employed--in almost any business of reasonable size

C. Abilities
    1. Ability to keyboard
    2. Ability to use word processing equipment
    3. Ability to work well with the public
    4. Ability to work well with details
    5. Ability to work well with numbers

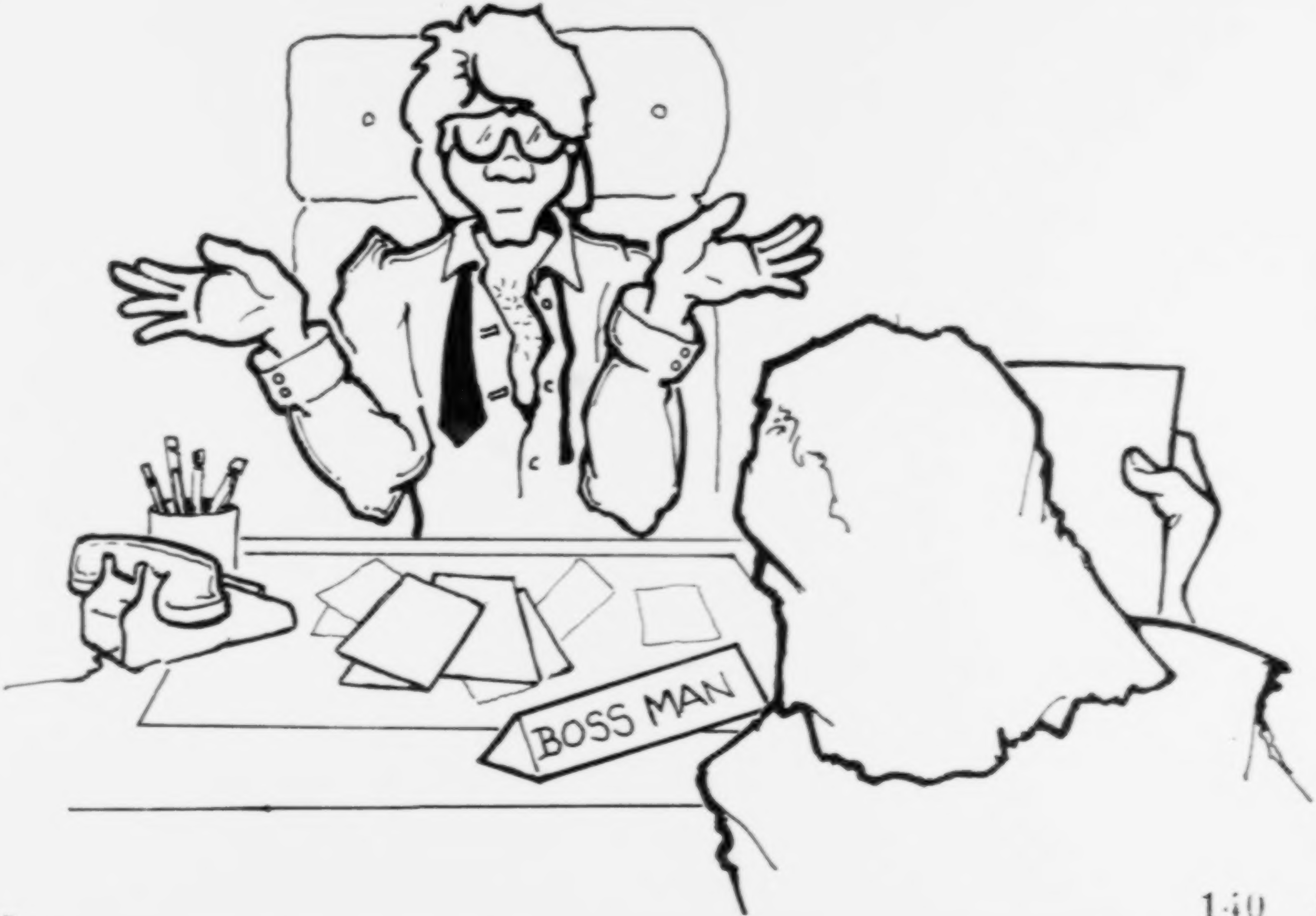
D. Working conditions
    1. Standard 40-hour week
    2. Some overtime
    3. Indoor work
    4. Much of the work is routine

E. Preparation and training
    1. Least amount of training needed
        a. High school diploma
        b. High school courses in business
            (1) Typing
            (2) Office machines
            (3) Office procedures
    2. Frequently needed amount of training
        a. Training in a one- or two-year program beyond high school
            (1) Community college

    (2) Junior college
    (3) Business school
  - b. Program of study usually called secretarial or business administration
  - c. Examples of courses
    - (1) Business math
    - (2) Business English
    - (3) Typing
    - (4) Word processing
    - (5) Office machines
    - (6) Office procedures
    - (7) Secretarial procedures
    - (8) Accounting
    - (9) Business law
    - (10) Communications

3. Promotion outlook
   - a. In a larger company, one can be promoted to administrative assistant or supervisor.
   - b. With further education, one can be promoted to interviewer, job analyst, personnel manager.
     - (1) Most often requires a four-year college degree
     - (2) In a small firm, one can be promoted without a four-year college degree but may need some additional college courses.

JOB INTERVIEW



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UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 10--WORD FIND

Directions: Locate and circle the words that are used in the personnel field. The words may be spelled backwards or forwards. The words may be located up and down, across, or diagonally.

employment record
job applicant
inservice meeting
classified files
employee orientation
screen
interest
agenda
aptitude
personnel
employee
petty cash flow

```
M B E Y I S O E N D C E O Q W O A L Q I
Q S Q L B D G M P C R K D A M X M E B N
B A M F S E E P N I A H O S G R F R A S
A J N B H M W L T X D E E N W T J T L E
L K G K V P O O M D R O R Z L N P O B R
A C P F P L C Y U S P N Y P S Q D T L V
G T V S E O X E R F E D A M J M K U Q I
E M P L O Y M E N T R E C O R D R T C C
N I E U N E V O L Y S C R E E N S W D E
D G T E C E B R A Z O F Y K S E X L H M
A H T V O J E I L N N Z R D R I J K E E
M W Y A F N K E O J N P L E M K I B Q E
V Q C E S O U N I A E M T G R Y K S G T
T X A Y X W D T X I L N E W H Z H U C I
N U S I T S R A P T I T U D E B V I H N
A U H E G H K T W Z M A G K D T I G F G
U O F U V E A I Q O Y C J C U Q A O D Z
G D L C J O J O B A P P L I C A N T B L
V C O Z B G X N E B C F J D P F A D X H
F K W A F S E L I F D E I F I S S A L C
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ACTIVITY

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 7--FINANCIAL INSURANCE--REAL ESTATE FAMILY

I. Terms and Definitions

   A. Accredited--approved; up to required standards

   B. Cash in--how much money was taken in during the day

   C. Cash out--how much money was given out during the day

   D. Certification--a written record stating that you have passed a certain test and that you are qualified in that area

   E. Deposit--to put money in a financial institution such as a bank for safe keeping

   F. Draft--an order for the payment of money

   G. Endorse--to sign your name on the back of a check in order to cash it

   H. Financial institution--a place (such as a bank or savings and loan) that deals with money matters

   I. Posts transactions--to list on the proper form business that has occurred such as deposits, payments, or a withdrawal

   J. Teller's proof sheet--a sheet used daily to balance the teller's window

II. Job Family--Finance--Insurance--Real Estate

   A. Samples of jobs in this family

      1. Bank teller

      2. Bank auditor

      3. Bank loan officer

      4. Bank cashier

      5. Insurance clerk

      6. Insurance adjuster (claims)

      7. Insurance actuary

      8. Real estate broker

9. Real estate appraiser
10. Real estate clerk

B. For information about the above jobs, check the following books

1. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needed for a job, and job prospects for the near future
2. Dictionary of Occupational Titles--a book containing a listing of jobs and their job duties

III. Bank Teller

A. Job duties

1. Receives and pays out money and keeps records involved in banking and other financial institutions
2. Opens and closes the teller window
    a. Receives and counts an amount of cash for drawer
        (1) Uses this cash throughout the day
        (2) Responsible for its safe and correct keeping
    b. Balances teller window
        (1) Finds out "cash out" and "cash in" totals
        (2) Records and completes teller's proof sheet
3. Processes payments
    a. Finds out type of payment
    b. Checks amount
    c. Issues receipt
    d. Posts transactions

4. Accepts deposits for both checking and savings accounts

   a. Finds out type of deposit by asking customer or by information on deposit slip

   b. Checks amount of deposit

      (1) Sees that the written and numerical amounts agree

      (2) Checks endorsements

      (3) Counts cash

      (4) Counts any checks

   c. Posts transactions and issues receipts

      (1) Checks account with computer printout

      (2) Enters date or amount of deposit in checking account or savings account

      (3) Enters amount in teller machine

      (4) Stamps deposit slip and returns as receipt

5. Cashes checks

6. Issues drafts

   a. Issues money order

   b. Issues cashier's check

   c. Issues traveler's checks

7. Runs teller machine

   a. Opens and closes teller machine

      (1) Counts cash

      (2) Enters in machine cash count total

      (3) Figures all cash taken in or paid out

      (4) Prepares balance sheet

      (5) Checks grand totals from machine tape

      (6) Balances cash

   b. Works teller machine

      (1) Records cash received

            (2) Records deposits received
            (3) Records cash paid out
    8. Processes government bonds
        a. Issues United States government savings bonds
        b. Cashes United States government savings bonds
    9. Runs office machines
        a. Typewriter
        b. Coin roller
        c. Teller machine
        d. Adding machine
        e. Electronic calculator
        f. Microfiche/microfilm equipment
        g. Photocopying machine
        h. Checkwriter
    10. May perform other office duties
        a. Types routine reports, letters, records, etc.
        b. Performs telephone duties
        c. Handles the mail
        d. Performs receptionist duties

B. Where employed--in banks, savings and loans, credit agencies

C. Abilities
    1. Ability to keyboard
    2. Ability to pay attention to details
    3. Ability to work quickly and accurately with numbers
    4. Ability to accept responsibility of working with numbers
    5. Ability to work well with the public
    6. Ability to work independently, although his/her recordkeeping is supervised closely
    7. Ability to handle occasional angry customers with tact and patience

D. Working conditions

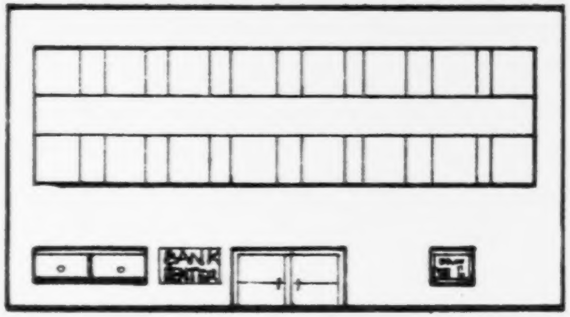
  1. Normal work week is 40-hours
  2. Indoor work
  3. Clean working conditions
  4. Working while standing in one place most of the day

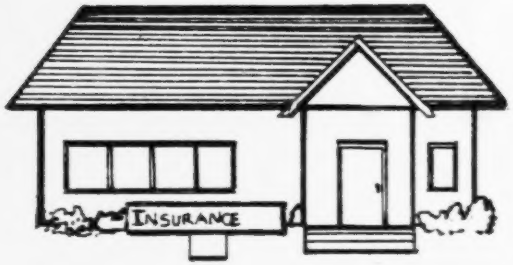
E. Preparation and training

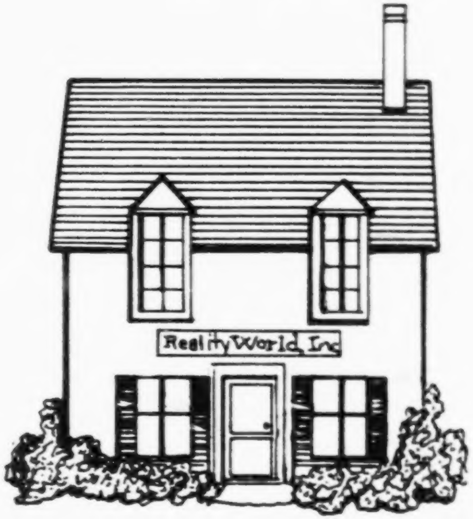
  1. Least amount of training needed
     a. High school diploma
     b. High school courses in business
        (1) Accounting
        (2) Bookkeeping
        (3) Typing
        (4) Mathematics
  2. On-the-job training
     a. Length of time varies according to place where you are employed
     b. Includes training in banking machines, clerical skills, and bookkeeping methods
  3. Some course work in accounting or bookkeeping in a community or junior college
  4. Promotion outlook
     a. Can advance to head teller or customer service representative
     b. Can advance to specialized teller jobs such as payroll teller, savings teller, loan teller, or foreign exchange teller
     c. Can prepare for advancement by taking courses accredited by the American Institute of Banking (AIB) and the Bank Administration Institute (BAI) often given by larger financial institutions
     d. Receive teller certification
        (1) A sign of competence in field
        (2) Done by individual bank training programs
        (3) Must take required courses and pass exams

INFORMATION

BANK, INSURANCE COMPANY, and REAL ESTATE


BANK CENTER




Reality World, Inc

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UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 11--WRITE A WANT AD

Directions: Find and cut out three classified ads for jobs in the Financial, Insurance, or Real Estate family. Staple the ads to this sheet. Read these ads carefully and notice the type of information included in each ad (such as job title, job duties, salary, where to apply, etc.). Using these ads as an example, create an ad of your own for a bank teller. Use Information Sheet 7 for specific information about a bank teller that you need to know in order to write an ad.

UNIT III

BUSINESS AND OFFICE CLUSTER

INFORMATION SHEET 8--OFFICE (CLERICAL) FAMILY

I. Terms and Definitions

A. Agenda--a list of things to be talked about at a meeting

B. Screen--to question in order to decide who and what a person wants

C. Telecommunication system--a system that relays or receives messages by wire

II. Job Family: Clerical

A. Samples of jobs in this job family

1. Receptionist
2. Clerk-typist
3. Clerk, general office
4. File clerk
5. Mail clerk
6. Shipping clerk
7. Messenger
8. Timekeeper

B. For information about the above jobs, check the following books

1. Occupational Outlook Handbook--a book containing current information on jobs, job duties, training needed for a job, and job prospects for the near future

2. Dictionary of Occupational Titles--a book containing a listing of jobs and their job duties

III. Receptionist

A. Job duties

1. Greets persons who come into the office and directs them to the proper department or staff member who can help them

2. Performs receptionist duties
    a. Receives office callers/visitors
    b. Greets and screens office callers
        (1) Obtains name of caller
        (2) Finds out nature of visit
    c. Handles business cards
    d. Makes caller comfortable
    e. Directs visitor to proper office
    f. Answers questions
    g. Provides information
    h. Takes and gives messages to proper person
    i. Sets up appointments
    j. Reminds employer(s) of appointments
3. Performs telephone duties
    a. Receives and screens incoming calls
    b. Transfers or refers calls to correct person
    c. Receives and gives messages to correct person
    d. May place local and long distance outgoing calls
    e. Keeps telephone records
    f. Operates telecommunications systems
        (1) Electronic PBX system
        (2) Intercom system
        (3) Paging system
        (4) Teletypewriter
4. May make reservations
5. May process the mail

6. May perform typing duties

   a. Uses typewriter

   b. Types

      (1) Correspondence

      (2) Business letters

      (3) Memos

      (4) Information on printed forms, envelopes, cards, labels

      (5) Agenda

      (6) Reports

7. May perform filing duties

   a. Processes letters, reports, records, etc. for filing

   b. Sorts and places letters, reports, records, etc. in files

   c. Maintains filing system

8. May manage office supplies and machines

   a. Keeps complete list of supplies for the office

   b. Prepares orders to purchase supplies for the office

   c. Orders supplies

   d. Issues supplies

B. Where employed--work in almost every kind of business

C. Abilities

1. Ability to meet and relate well with the public

2. Ability to be well organized

D. Working conditions

1. Standard 40-hour week

2. Most often a pleasant office area

3. Indoor work

E. Preparation and training

1. High school diploma often needed

2. High school courses in business helpful

    a. English

    b. Typing

    c. Business math

    d. Office procedures

    e. Bookkeeping

3. Promotion outlook

    a. In small offices, chances for promotion for receptionists are limited.

    b. In larger offices, receptionists who have office skills may advance to clerk-typist or secretary.

    c. With further training in secretarial science, a receptionist may advance to secretary or administrative assistant.

    d. With further training in bookkeeping or accounting, a receptionist may advance to a bookkeeping job.

JOBS IN CLERICAL FAMILY

Receptionist

Clerk-typist

General Office Clerk

File Clerk

Mail Clerk

Shipping Clerk

Messenger

Timekeeper

Typist

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 12--SALARY RANGES, PROMOTION POSSIBILITIES, AND EMPLOYMENT OUTLOOK FOR JOBS

Directions: Choose three jobs from the business and office cluster which interest you. Then answer the following questions about salary ranges, promotion possibilities, and the employment outlook for these jobs. Use resources such as:

1. Occupational Outlook Handbook--a good book to look for information about future outlook on jobs
2. Your library and books about the careers you have chosen
3. Talking with people who currently have the job
4. The Texas Employment Commission

I. Job Title ______________________________

A. Salary range:

1. What is the typical beginning wage? ____________________
2. What is the wage earned by most workers? ____________________
3. What is the highest wage earned by most workers? ____________

B. Promotion possibilities:

1. Are there opportunities for promotion? ____________________
2. What appear to be the steps for promotion?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Must you get additional training for promotion? ____________

If so, what type? ______________________________

C. Employment outlook:

1. Are additional workers needed now in this occupation? ________

2. What is the employment outlook for the next five years in this job?

____

3. Is it considered a bright future, status quo, or a dead end job?

____

II. Job Title ________________________________

A. Salary range:

1. What is the typical beginning wage? ________________

2. What is the wage earned by most workers? ________________

3. What is the highest wage earned by most workers? ____________

B. Promotion possibilities:

1. Are there opportunities for promotion? ________________

2. What appear to be the steps for promotion?

a. ____

b. ____

c. ____

d. ____

3. Must you get additional training for promotion? ____________

If so, what type? ________________________________

C. Employment outlook:

1. Are additional workers needed now in this occupation? ________

2. What is the employment outlook for the next five years for this job?

____

3. Is it considered a bright future, status quo, or a dead end job?

____

III. Job Title ____________________

A. Salary range:

1. What is typical beginning wage? ____________________

2. What is the wage earned by most workers? ____________________

3. What is the highest wage earned by most workers? ____________

B. Promotion possibilities?

1. Are there opportunities for promotion? ____________________

2. What appear to be the steps for promotion?

a. ____________________

b. ____________________

c. ____________________

d. ____________________

3. Must you get additional training for promotion? ____________

If so, what type? ____________________

C. Employment outlook:

1. Are additional workers needed now in this occupation? ________

2. What is the employment outlook for the next five years for this job?

____

3. Is it considered a bright future, status quo, or a dead end job?

____

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 13--PROS AND CONS

Directions: Write a list of pros, such as what it is about this job that interests you, fits your needs, fits your desired life-style, etc. Then write a list of cons, such as what it is about this job that does not meet your needs, does not fit your desired life-style, does not fit your aptitudes, etc. It would be helpful to review the self-profile activity sheets from Unit II before completing this activity.

I. Job Family __________________________________

Job Title __________________________________

PRO	CON
NEEDS	
VALUES	
INTERESTS	
ABILITIES	
DESIRED LIFE-STYLE	

ACTIVITY

II. Job Family ______________________________

Job Title ______________________________

PRO	CON
NEEDS	
VALUES	
INTERESTS	
ABILITIES	
DESIRED LIFE-STYLE	

UNIT III

BUSINESS AND OFFICE CLUSTER

ACTIVITY SHEET 14--INFORMATION INTERVIEW

Directions: Read the following outline on the information interview. Then contact a person to interview outside of class. Complete the attached Information Interview Form while you are conducting the interview.

I. Information Interview

   A. An information interview is talking to someone who is working in a specific job.

      1. Ask the person questions about the job.

      2. Ask the person questions about his/her interests and values and how this job fits him/her.

   B. You can learn important information about a job through an information interview.

      1. Do a "reality" check on information you've read about the job.

      2. Get specific information on the local job market.

      3. Get an opinion of what this job is "really" like.

II. Person to Contact for Information Interview

   A. Deciding whom to talk to can be a hard decision.

   B. Choose someone who:

      1. Works in a specific job (such as teacher, plumber, secretary)

      2. Works in a setting you like (such as a hospital, bank, school)

      3. Shares a common interest in some activity or life-style you like

   C. Ask friends and family to refer you to someone to interview.

   D. Contact people who are in the specific job you are interested in, such as your dentist, lawyer, or teacher.

III. The Information Interview

   A. At the interview, be prepared--don't waste their time.

B. Being prepared means

1. Knowing exactly what kind of information you want.

2. Having your questions prepared in advance--take the Information Interview Form with you.

3. Don't ask something that is available elsewhere--first check out the materials at you Career Center or library.

IV. Follow Up

A. Always follow up the interview with a thank-you note.

B. In the note, let the person know that you appreciate the time he/she has taken from his/her busy schedule to spend with you.

INFORMATION INTERVIEW FORM

STUDENT'S NAME ______________________ DATE ____________

NAME OF PERSON INTERVIEWED ______________________________

1. What is your job title? ______________________________
2. What company do you work for? ______________________________
3. What are your job duties? ______________________________
4. What is your typical day like? ______________________________

   ____

   ____
5. How is your time divided between working with people, machines, and information? ______________________________

   ____
6. How many hours do you work each week? ______________________________
7. Were there any subjects in high school that prepared you for this job?

   ____
8. What were your reasons for selecting your occupation? ____________

   ____
9. What skills and abilities are useful in your job? ____________

   ____
10. What training and education are required for an entry-level job in this area? ______________________________
11. What are your opportunities for advancement? ____________

    ____
12. Do you belong to a union? ______________________________
13. At present, is there an oversupply or undersupply of people entering your field? ______________________________

14. Can you give two or more advantages to your job? ____________________

____

15. Can you give two or more disadvantages to your job? ________________

____

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 1

A. Match the terms related to job families to their definitions by placing the correct letter in the space at the left.

_____1. Accounting
_____2. Computer
_____3. Secretarial Science
_____4. Management
_____5. Personnel
_____6. Finance - Insurance - Real Estate
_____7. Office (Clerical)

a. involved in recruiting, interviewing, and hiring employees

b. involved in electronic data processing

c. involved in supporting on-going office operations

d. involved in planning and directing the activities of employees

e. involved in managing money; buying, selling, or renting land, homes, businesses, etc.; and insuring against loss

f. involved in methods of keeping and explaining financial records

g. involved in record keeping, taking dictation, editing, and writing

B. Complete the following statements by placing the correct letter in the blank provided at the left.

_____1. A grouping of all jobs in the United States into fifteen general areas is called

a. occupational clusters
b. job groups
c. occupational set

_____2. An example of a job in the occupational family, management, is

a. secretary
b. accountant
c. manager

_____3. An occupational family is a further grouping of jobs within each cluster into

a. specific work areas
b. general work areas
c. two work areas

_____4. The occupational family, personnel, is involved in

a. helping people to work out their personal problems
b. recruiting, interviewing, and hiring employees
c. assisting persons with home and office budgets

_____5. An example of a job in the occupational family, office (clerical), is

a. truck driver
b. interior decorator
c. receptionist

_____6. The occupational family involved in electronic data processing is

a. public health
b. computer
c. post office

_____7. A real estate agent salesperson is an example of a job in the occupational family called

a. management
b. finance - insurance - real estate
c. office (clerical)

_____8. Accounting is an example of an occupational family in the occupational cluster of

a. business and office
b. health
c. construction

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. A bookkeeper maintains journals and ledgers.

_____ 2. Job duties for a bookkeeper will not vary regardless of the size of the business where you are employed.

_____ 3. A bookkeeper can be employed in almost any business of a fair size.

_____ 4. The most training needed for a bookkeeping job is a high school diploma.

_____ 5. A bookkeeper may be promoted to supervisor or head bookkeeper.

_____ 6. Types of courses that you would take in a bookkeeping program at a community college are business math, office practices, and bookkeeping.

_____ 7. A credit is the amount recorded on the left side of an account.

_____ 8. Posting is the act of recording information in a ledger from a journal.

_____ 9. A bookkeeper maintains payroll records.

_____ 10. A bookkeeper does not operate any office machines.

B. Fill in the blanks with the correct word.

1. Trial balance, worksheet, income statement, and balance sheet are examples of _______________ records.

2. _______________ is the system of recording, summarizing, analyzing, verifying, and reporting financial transactions.

3. Maintaining _______________ records could include such job duties as keeping records on employee earnings and payroll deductions.

4. _______________ is the system of recording financial transactions.

C. Complete the following statements by placing the correct letter in the blank provided at the left.

_____ 1. An example of a job in the accounting job family is

A. Timekeeper

B. Clerk-typist

C. Cashier

_____ 2. Items of value that are owned are called

A. Capital

B. Assets

C. Credit

_____ 3. An ability that a bookkeeper needs is the

A. Ability to work fast as speed is more important than accuracy

B. Ability to work well with details

C. Ability to work well with the public

_____ 4. A typical working condition for a bookkeeper would be

A. Standard 40-hour week except during peak periods

B. Working outdoors

C. Working while standing in one place most of the day

_____ 5. An example of a job not in the accounting family is

A. Payroll clerk

B. Accountant

C. Typist

D. Match the terms found in the accounting job family to their definitions by the correct letter in the space at the left.

_____ 1. Liability

_____ 2. Capital

_____ 3. Credit

_____ 4. Journalizing

_____ 5. Account

_____ 6. Transaction

_____ 7. Ledger

_____ 8. Journal

a. used to keep a record of all accounts

b. the act of recording transactions in a journal

c. an amount recorded on the right side of an account

d. the book(s) used to analyze each transaction

e. an amount owed to a person or business

f. the exchange of values

g. the difference between the assets and liabilities

h. a record of debit and credit transactions posted to a ledger

TEST

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 3

A. Match the terms used in the computer field to their definitions by placing the correct letter in the space at the left.

_____ 1. CPU

_____ 2. Hard copy

_____ 3. Editing

_____ 4. Flowchart

_____ 5. Magnetic media

_____ 6. Software

_____ 7. Electronic mail

_____ 8. CRT

_____ 9. Data

_____ 10. Hardware

_____ 11. Output

_____ 12. Terminal

a. term used to describe numbers, facts, letters, symbols, names, etc.

b. the act of deleting, moving, inserting, correcting, and copying text

c. a device used to enter and output information

d. computer equipment that can be seen

e. the brains of a computer

f. all materials which control and operate the hardware

g. cathode ray tube

h. a report, letter, etc. which has been printed on paper

i. the step-by-step procedure in symbols needed to run a program

j. the final results from the computer transferred to another device such as a printer

k. magnetic material on which data may be recorded, such as tapes, disk, or film

l. the sending of messages to different locations by means of a computer

B. Fill in the blanks with the correct word(s)

1. A computer typist is an example of a job in the _______________ job family.

2. _________ _______________ is the activities related to handling data.

3. CPU stands for _______________ _______________ _______________.

4. The computer job family is in the ____________ ____ ____________ job cluster.

5. A __________ ____________ operator can be employed in nearly every office of size which has a computer, terminal, and printer.

C. Complete the following statements by placing the correct letter in the blank provided at the left.

____ 1. An example of a job in the computer job family is

A. Data typist

B. Clerk typist

C. Bookkeeper

____ 2. Information or data to be entered into a computer is called

A. Keyboarding

B. Data processing

C. Input

____ 3. A word processing operator's job duties include

A. Processing documents

B. Dealing with the public

C. Keeping accounts

____ 4. The act of entering data using a device similar to a typewriter is called

A. Typing

B. Keyboarding

C. Writing

____ 5. The method of producing written communication on a computer is called

A. Editing

B. Keyboarding

C. Word processing

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 4

A. Answer the following statements True or False by placing a T for True or an F for False in the blanks at the left.

_____ 1. Correspondence is the writing and receiving of letters.

_____ 2. Bilingual secretary is not an occupation in the secretarial science job family.

_____ 3. Job duties for a legal secretary includes preparing legal papers and correspondence of a legal nature.

_____ 4. The least amount of training needed to be a secretary is a high school diploma.

_____ 5. As a legal secretary, you would be more concerned with speed than accuracy or neatness in completing your work.

_____ 6. A legal secretary may operate word processing equipment.

_____ 7. It is not important for a legal secretary to be able to spell and punctuate correctly.

_____ 8. A legal secretary needs to know legal terminology.

_____ 9. A legal secretary usually needs to know shorthand.

_____ 10. Dictation is an order to appear in a court of law.

B. Complete the following statements by placing the correct letter in the blank provided at the left.

_____ 1. A job not found in the secretarial science job family is

A. Court reporter

B. Secretary

C. Bookkeeper

_____ 2. An ability needed by a person working as a legal secretary is

A. Keyboarding

B. Standard 40-hour work week

C. Working well with numbers

_____ 3. A legal secretary will not perform the job duty of

A. Typing

B. Transcribing

C. Computer programming

_____ 4. The special words and phrases used in some areas of work are called

A. Publications

B. Terminology

C. Correspondence

_____ 5. A legal secretary could be promoted to a

A. Lawyer

B. Receptionist

C. Administrative assistant

C. Fill in the blank with the correct word(s).

1. A list of dates and times showing who is to meet someone at a certain time is called an ______________ ______________.

2. A ______________ is an order to appear in a court of law.

3. A __________ ______________ is a section of a business that deals with legal matters.

4. ______________ is the speaking or reading aloud of words for someone else to write down.

5. Something published such as a book, newsletter, or magazine is called a ______________.

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 5

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. A standard 40-hour week is typical for a hotel/motel manager.

_____ 2. The least amount of training needed for a job in the management family is a high school diploma.

_____ 3. The occupation hotel/motel manager is within the management job family.

_____ 4. Advertising is planning in detail how to spend money.

_____ 5. A hotel/motel manager assumes overall responsibility for running a hotel or motel.

_____ 6. An assistant manager is not in the management job family.

_____ 7. A hotel/motel manager decides on policy on matters such as credit, personnel, rates, and publicity.

_____ 8. A manager does not need to be able to solve problems as he/she has employees who can do this.

_____ 9. A manager needs to be able to make decisions and to accept responsibility for those decisions.

_____ 10. A manager hires employees and terminates employees as needed.

B. Match the terms related to the management job family to their definitions by placing the correct letter in the space at the left.

_____ 1. Budget

_____ 2. Management

_____ 3. Terminate

_____ 4. Coordinate

_____ 5. Assistant

_____ 6. Policy

_____ 7. Independently owned

_____ 8. Advertising

_____ 9. Estimate

a. a plan or rule

b. the person or persons who direct a business

c. a good guess about the amount to buy and the cost of that amount

d. owned by one or a small number of people; not part of a chain

e. to end; to fire from a job

f. telling about a product in public to get people to buy it or use it

g. planning in detail how to spend money

h. a helper

i. bringing together; making it work well together

C. Complete the following statements by placing the correct letter in the blank provided at the left.

_____ 1. A manager is in the cluster:

A. Communications and Media

B. Business and Office

C. Marketing and Distribution

_____ 2. A hotel/motel manager does not do which of the following job duties

A. Operate teller machine

B. Assign job duties and responsibilities to department heads

C. Hire employees

_____ 3. An ability a manager needs is the ability to

A. Work well with his/her hands

B. Organize and direct the work of others

C. Do keyboarding

_____ 4. An occupation that is not in the management job family is

A. Manager

B. Executive

C. Secretary

_____ 5. A frequently needed amount of training for the position of hotel/motel manager is

A. Two-year or four-year program beyond high school

B. High school diploma

C. No training

_____ 6. Typical working conditions for a hotel/motel manager would include

A. Outdoor work

B. Standard 40-hour work week

C. Working evenings and/or weekend shifts

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 6

A. Fill in the blanks with the correct word(s).

1. An ______________ is something which you like doing or think you will like doing.
2. Private records are called ______________ or __________ files.
3. ______________ ______________ is a program to help new employees learn about the business
4. An ability that you have is called an ______________.
5. A small amount of money kept on hand in a business to pay for minor expenses is called the ______________ __________ __________.
6. A __________ ______________ is the person who is applying for a job.
7. A list of things to be talked about at a meeting is called an __________.
8. An ______________ is someone who works for a business.
9. ______________ refers to people who are employed by a business.
10. Information kept on file such as address, weekly earnings, absences, and reports on work ability is called an ______________ ______________.

B. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. A personnel assistant compiles and keeps records of all personnel.

_____ 2. A personnel assistant often works outdoors.

_____ 3. A personnel assistant does not do keyboarding.

_____ 4. An example of a job in the personnel job family is an interviewer.

_____ 5. To screen someone is to question him/her in order to decide who and what he/she wants.

_____ 6. A personnel assistant performs receptionist duties.

_____ 7. A personnel assistant does not operate any office equipment.

_____ 8. The least amount of training needed for a personnel assistant is a high school diploma.

_____ 9. An inservice meeting is a training session for employees about to enter a certain topic.

_____ 10. A personnel assistant interviews and hires people.

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 7

A. Match the terms related to the financial--insurance--real estate job family to their correct definitions by placing the correct letter in the space at the left.

_____ 1. Draft

_____ 2. Cash-out

_____ 3. Financial institution

_____ 4. Deposit

_____ 5. Accredited

_____ 6. Cash-in

_____ 7. Teller's proof sheet

_____ 8. Endorse

_____ 9. Posts transactions

_____ 10. Certification

a. a written record stating that you have passed a certain test and that you are qualified in that area

b. to put money in a financial institution such as a bank for safe keeping

c. a sheet used daily to balance the teller's window

d. an order for the payment of money

e. a place (such as a bank or savings and loan) that deals with money matters

f. to list on the proper form business that has occurred such as deposits a payment, or a withdrawal

g. approved; up to required standards

h. to sign your name on the back of a check in order to cash it

i. how much money was given out during the day

j. how much money was taken in during the day

B. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. The job of bank cashier is in the secretarial science job family.

_____ 2. A bank teller receives and pays out money and keeps records involved in banking and other financial institutions.

_____ 3. A bank teller operates a teller machine.

_____ 4. A bank teller is employed only at banks.

_____ 5. Attention to detail is an ability needed by someone employed as a bank teller.

_____ 6. A bank teller's normal work week is 40 hours.

_____ 7. An entry-level position as a bank teller (with no previous job experience as a bank teller) will usually involve some on-the-job training.

_____ 8. Insurance actuary is not an occupation in the financial--insurance--real estate job family.

_____ 9. A bank teller does not typically balance the teller window.

_____ 10. A bank teller can issue drafts such as money orders, cashier's checks, and traveler's checks.

UNIT III

BUSINESS AND OFFICE CLUSTER

UNIT TEST--PART 8

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. A receptionist is a job in the business and office cluster.

_____ 2. A messenger is in the computer job family.

_____ 3. A receptionist greets persons who come into the office and directs them to the proper department or staff member who can help them.

_____ 4. To be a receptionist you need at least two years training beyond high school.

_____ 5. A receptionist is employed in almost every kind of business.

_____ 6. A receptionist typically works a standard 40-hour week.

_____ 7. A receptionist does not perform telephone duties.

_____ 8. An ability a receptionist needs is the ability to meet and relate well with the public.

_____ 9. Chances for promotion for a receptionist in a small office are limited.

TEST

B. Complete the following statements by placing the correct letter in the blanks provided at the left.

_____ 1. A job that is not in the office (clerical) job family is

A. Bookkeeper

B. Receptionist

C. File clerk

_____ 2. A good book to use to learn about jobs is

A. Dictionary

B. English textbook

C. Occupational Outlook Handbook

____ 3. A receptionist's job duties include

A. Greeting and screening office callers

B. Hiring new employees

C. Developing the budget for the department

____ 4. The working conditions for a receptionist job include

A. Unpleasant office area

B. Standard 40-hour week

C. Outdoor work

____ 5. A receptionist's job duties does not include

A. Performing telephone duties

B. Directing visitors to the proper office

C. Developing training program for new employees

____ 6. A list of things to be talked about at a meeting is called an

A. Address

B. Agenda

C. Letter

____ 7. A system that relays or receives messages by wire is called a

A. Mail system

B. Information system

C. Telecommunications system

____ 8. A job that is in the office (clerical) job cluster is

A. Clerk-typist

B. Word processing operator

C. Legal secretary

____ 9. To question in order to decide who and what a person wants is to __________ callers/visitors.

A. Transfer

B. Screen

C. Direct

UNIT IV

HUMAN RELATIONS

UNIT OBJECTIVE

After completion of this unit of instruction, the student should have an increased understanding of him/herself and others which will lead to better human relations in the classroom, on the job, and in personal relationships. The student will have a chance to examine and evaluate his/her personality and attitudes. He/she will learn the importance of communicating effectively and some important aspects of understanding other people which should be demonstrated by improved relationships in the classroom and by successfully completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Match terms related to human relations and personality
2. Identify true human relations statements
3. Define communication terms related to human relations
4. List the purpose of communication
5. List the ways nonverbal communication can be transmitted
6. Identify true communication statements
7. Match terms related to human relations on the job
8. Identify true human relations statements regarding employer-employee relations
9. List problem-solving techniques to help settle disagreements
10. Identify true statements in settling disagreements

UNIT IV

HUMAN RELATIONS

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

   A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your program.

   B. Design a bulletin board on human relations.

   C. Arrange for a guest speaker to discuss human relations.

II. Objective Sheet

   A. Review all objectives and then add or delete to meet your own program needs.

   B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

   A. INFORMATION SHEET 1--PERSONALITY

      1. Explain the terms and definitions to the students.

      2. Discuss the importance of positive human relations in business.

      3. Discuss personality traits and the importance of studying them.

      4. Do the following Activity Sheets:

         a. ACTIVITY SHEET 1--PERSONALITY RATING SHEET

         b. ACTIVITY SHEET 2--ATTITUDE RATING SHEET

   B. INFORMATION SHEET 2--COMMUNICATION

      1. Discuss the terms and definitions.

      2. Explain the purpose of communication.

      3. Discuss the importance of effective communication.

      4. Discuss the forms of communication.

      5. Do the following Activity Sheets:

         a. ACTIVITY SHEET 3--LEARNING VOCABULARY WORDS

        b. ACTIVITY SHEET 4--NONVERBAL COMMUNICATION

        c. ACTIVITY SHEET 5--WRITTEN INSTRUCTIONS

C. INFORMATION SHEET 3--HUMAN RELATIONS ON THE JOB

    1. Explain the terms and definitions to the students.

    2. Discuss how to apply human relations skills on the job.

    3. Discuss how to establish satisfactory employer-employee relationships.

    4. Discuss how to establish positive relationships with co-workers.

    5. Do the following Activity Sheets:

        a. ACTIVITY SHEET 6--WORD FIND

        b. ACTIVITY SHEET 7--ATTITUDES

        c. ACTIVITY SHEET 8--GETTING ALONG WITH CO-WORKERS

        d. ACTIVITY SHEET 9--DEVELOPING POSITIVE RELATIONSHIPS WITH CO-WORKERS

D. INFORMATION SHEET 4--DEALING WITH CONFLICT ON THE JOB

    1. Explain the terms and definitions to the students.

    2. Discuss how to deal with disagreements successfully.

    3. Discuss how to cope with stress and conflict.

    4. Do the following Activity Sheets:

        a. ACTIVITY SHEET 10--SETTLING CONFLICTS

        b. ACTIVITY SHEET 11--HANDLING CRITICISM

        c. ACTIVITY SHEET 12--CONSTRUCTIVE CRITICISM

IV. Transparency Masters

(NOTE: Transparency Masters are included in the students' manuals and can be used as Information Sheets.)

A. TM-1--ATTITUDES

B. TM-2--COMMUNICATION--A TWO WAY PROCESS

C. TM-3--GETTING ALONG WITH A SUPERVISOR

V. Evaluation

A. The Unit Test is divided into four parts.
(NOTE: Each part covers the corresponding Information Sheet.)

B. Various approaches may be used in testing.

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for students.)

1. Give each part of the test after completion of each Information Sheet and Activity Sheets.
2. Use the test as an assignment for the students.
3. Some students may respond better to an oral test with the instructor.
4. You should add evaluation questions for any material added to the unit.

VI. Answers to the Activity Sheets and Test

A. Answers are based upon information covered in the unit.

B. For convenience of grading, add answer sheets to correspond to questions added to the test.

VII. References

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UNIT IV

HUMAN RELATIONS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

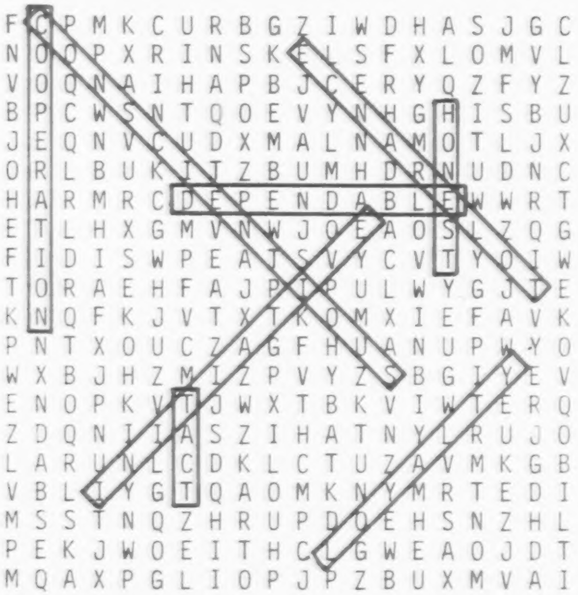
A. 1. nonverbal communication
   2. communication
   3. oral communication
   4. written communication
   5. feedback

B. 1. nonverbal communication
   2. written communication
   3. communication
   4. oral communication
   5. feedback

ACTIVITY SHEETS 4-5

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 6



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F C P M K C U R B G Z I W D H A S J G C
N O O P X R I N S K E L S F X L O M V L
V O Q N A I H A P B J C E R Y Q Z F Y Z
B P C W S N T Q O E V Y N H G H I S B U
J E Q N V C U D X M A L N A M O T L J X
O R L B U K I T Z B U M H D R N U D N C
H A R M R C D E P E N D A B L E W W R T
E T L H X G M V N W J O E A O S L Z Q G
F I D I S W P E A T S V Y C V T Y O I W
T O R A E H F A J P I P U L W Y G J T E
K N Q F K J V T X T K O M X I E F A V K
P N T X O U C Z A G F H U A N U P W Y O
W X B J H Z M I Z P V Y Z S B G I Y E V
E N O P K V T J W X T B K V I W T E R Q
Z D Q N I I A S Z I H A T N Y L R U J O
L A R U N L C D K L C T U Z A V M K G B
V B L I Y G T Q A O M K N Y M R T E D I
M S S T N Q Z H R U P D O E H S N Z H L
P E K J W O E I T H C L G W E A O J D T
M Q A X P G L I O P J P Z B U X M V A I
```

ACTIVITY SHEET 7

1. Negative attitude
2. Negative attitude
3. Positive attitude
4. Negative attitude
5. Positive attitude
6. Positive attitude
7. Negative attitude
8. Positive attitude
9. Negative attitude
10. Negative attitude

ACTIVITY SHEET 8

1. b
2. c
3. b
4. c
5. a
6. c
7. a
8. c
9. a
10. b

ACTIVITY SHEET 9

1. Yes. She is friendly, helps June with rush orders, and doesn't leave work early.

2. Evaluated to the satisfaction of the instructor.

3. By being late for work, by visiting with friends, by interrupting June to ask her how to spell a word

4. By changing the above habits, being on time, limiting personal visiting during work hours, and using a dictionary

ACTIVITY SHEETS 10-12

Evaluated to the satisfaction of the instructor.

UNIT IV

HUMAN RELATIONS

ANSWERS TO UNIT TEST

PART 1

A. 1. c
2. g
3. i
4. d
5. a
6. f
7. h
8. b
9. e
10. j

B. 1. extrovert--outgoing and likes to be around people
2. introvert--sensitive, easily hurt, and is often shy around other people
3. ambivert--a balance of both characteristics

C. 1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T

PART 2

A. 1. an exchange of an idea or message which results in a high amount of understanding between the sender and the receiver

2. to communicate by body language such as your posture, gestures, facial expressions, and touching

3. to communicate by speaking; spoken words

4. to communicate by writing, typing, etc. letters, words, or sentences on some surface, usually paper

5. checking with the person with whom one is communicating to make sure the message is understood

B. 1. T
2. F
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. F
11. F
12. T

C. Any three of the following:
- to inquire
- to complain
- to share information and/or feelings
- to report
- to summarize
- to instruct

D. Any three of the following:
- posture
- facial expressions
- physical appearance
- energy level
- gestures
- eye contact
- mannerisms
- touching

PART 3

A.
1. c
2. f
3. i
4. a
5. g
6. i
7. h
8. b
9. e

B.
1. b
2. a
3. a
4. c
5. b

C.
1. F
2. T
3. T
4. F
5. T
6. T

PART 4

A.
1. recognize the problem
2. get the facts
3. weigh the facts
4. determine the objectives
5. think about the consequences
6. make a decision
7. take action
8. check results

B.
1. F
2. T
3. T
4. F
5. T
6. T

UNIT IV

HUMAN RELATIONS

INFORMATION SHEET 1--PERSONALITY

I. Terms and Definitions

   A. Attitude--the way a person acts or feels about a situation

   B. Bias--a personal and often unreasonable point of view

   C. Characteristics--traits, features, or qualities of a person

   D. Environment--all the conditions around a person that affect growth, actions, character, etc.

   E. Human relations--getting along with others; dealing with people effectively

   F. Negative attitude--looking for and finding only the worst

   G. Personality--the combination of personal traits that make one person different from another

   H. Positive attitude--looking for and finding good

   I. Prejudice--an opinion formed without sufficient knowledge

   J. Self-concept--the way you think of yourself

II. Importance of Positive Human Relations in Business

   A. Human relations are vital in today's world of work.

   B. Poor human relations can cause problems for a business.

      1. Decline in office morale and productivity

      2. Damage to customer relations

   C. Eighty percent of all jobs are lost due to the inability to get along with others.

III. Personality

   A. The first step toward understanding and getting along with other people is to know yourself.

   B. Studying personality is important.

      1. To help understand yourself

      2. To help you understand others

3. To help develop a positive self-concept

a. A positive self-concept is important to good human relations.

b. The way you see others is often a reflection of how you see yourself.

C. Personality characteristics can help determine your style of interacting with your environment.

1. Extrovert--outgoing and likes to be around people

2. Introvert--sensitive, easily hurt, and is often shy around other people

3. Ambivert--a balance of both characteristics

D. Your outlook on life and its problems is a part of your personality.

1. Affects your actions toward others

2. Affects your attitude toward others

E. Attitude is a part of personality.

1. Positive attitude

a. Optimistic

b. Looks for good in others and is satisfied with life

2. Negative attitude

a. Pessimistic

b. Sees others' faults and can only see the bad in anything.

3. Attitudes can be controlled.

4. Attitudes can be improved.

F. Both physical and emotional characteristics affect your personality.

1. How you look or feel about your looks affects your self-confidence.

2. Relationships with other people are influenced by your perceptions.

a. Perception--the way you see, hear, and understand things, events, or persons

b. Past experience, background, prejudices, and biases affect your perceptions

IV. Changing Aspects of Your Personality

A. Correct those things that irritate others, in order to:

1. Become more popular

2. Be happier

3. Have more satisfying relationships

B. Find out what your shortcomings are.

1. By asking close friends

2. Through a personality inventory

C. Decide what traits you want to improve.

D. Start by developing a plan for improving one trait.

1. Use whatever plan works for you.

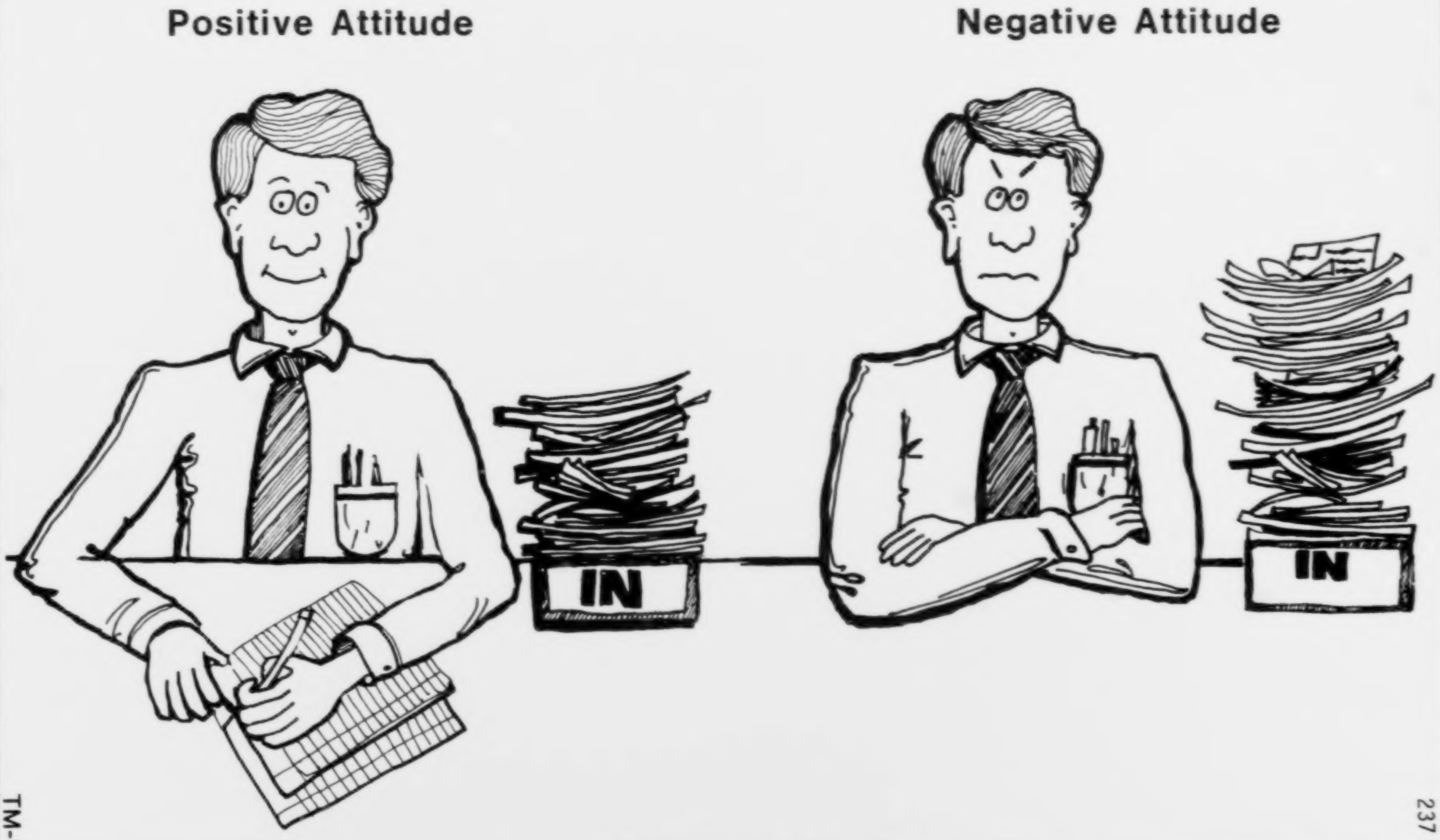
2. Go on a diet and/or exercise to improve your appearance.

E. Check your progress frequently.

1. Reward or praise yourself for even small improvement.

2. When you feel the improvement is permanent, start on another trait you want to improve.

ATTITUDES



Positive Attitude

Negative Attitude

HUMAN RELATIONS

ACTIVITY SHEET 1--PERSONALITY RATING SHEET

Directions: Use the rating sheet below to score your own personality. Remember that only you will see this paper, so be honest. Find the traits that you would like to improve and start today to change them.

TRAIT	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Posture					
2. Facial expression					
3. Health					
4. Grooming					
5. Dress					
6. Speech					
7. Body movements					
8. Ability to reason					
9. Desire to work					
10. Zeal					
11. Interest in others					
12. Honesty					
13. Courtesy					
14. Dependability					
15. Manners					
16. Respect for others					
17. Self-control					
18. Belief in oneself					
19. Ability to be trusted					
20. Loyalty					
21. Willingness to change					
22. Ability to decide					
23. Ability to accept negative comments					
24. Tact					
25. Cheerfulness					
26. Alertness					
27. General knowledge					

HUMAN RELATIONS

ACTIVITY SHEET 2--ATTITUDE RATING SHEET

Directions: Place a "√" beside each attitude that best describes you. No one but you will see this. It will not affect your grade. It is simply to help you look at yourself as you work on self improvement.

	POSITIVE		NEGATIVE
_____ 1.	Friendly	_____ 1.	Shy
_____ 2.	Hard working	_____ 2.	Lazy
_____ 3.	Cheerful	_____ 3.	Gloomy
_____ 4.	Alert mind	_____ 4.	Wandering mind
_____ 5.	Confident	_____ 5.	Unsure
_____ 6.	Enjoys people	_____ 6.	Prefers to be alone
_____ 7.	Patient	_____ 7.	Impatient
_____ 8.	Enjoys humor	_____ 8.	Serious
_____ 9.	Careful	_____ 9.	Careless
_____10.	Uses time wisely	_____10.	Wastes time
_____11.	Follows orders well	_____11.	Won't take orders
_____12.	On time	_____12.	Late
_____13.	Honest	_____13.	Dishonest
_____14.	Tactful	_____14.	Tactless
_____15.	Neat	_____15.	Sloppy
_____16.	Ready smile	_____16.	Frequent frown
_____17.	Loyal	_____17.	Disloyal
_____18.	Never gossips	_____18.	Gossips often
_____19.	Polite	_____19.	Rude
_____20.	Thoughtful	_____20.	Thoughtless
_____	Total positive points	_____	Total negative points

Each "√" is worth two points. Add up your score. If your score totals fewer negative points than positive points, you are off to a good start in the attitude department. Decide today to improve your attitude. You are in control of your "attitude tape"--let only the good attitudes be recorded. Erase the bad attitudes and see if your outlook on life improves daily. It would be a good ideal to take this test on the first day of every month during the next year to see if your attitude is improving.

HUMAN RELATIONS

INFORMATION SHEET 2--COMMUNICATION: A PART OF HUMAN RELATIONS

I. Terms and Definitions

A. Communication--an exchange of an idea or message which results in a high amount of understanding between the sender and the receiver

B. Feedback--checking with the person with whom you are communicating to make sure the message is understood

C. Nonverbal communication--to communicate by body language such as your posture, touching, and facial expressions

D. Oral communication--to communicate by speaking; spoken words

E. Written communication--to communicate by writing, typing, etc. letters, words, or sentences on some surface, usually paper

II. Communication

A. Communication is a basic and important human relations skill.

B. Purposes of communication are:

1. To convey a message

2. To help you meet your needs

3. To help you to understand yourself better

C. There are three elements of communication.

1. Sender--person giving the message

2. Message--information being communicated

3. Receiver--person who is meant to receive message

D. If any of the three elements is missing, communication breaks down.

III. Effective Communication

A. Communication is a two way process that depends upon:

1. Positive self-concept

2. Ability to listen

3. Ability to give information clearly

B. You use verbal, nonverbal, and written communication to give information to others.

1. Information should be given simply and completely.

2. Just because information is clear to the person giving it, it is not necessarily clear to the receiver.

3. Check with the receiver to make sure you are understood.

   a. The purpose of feedback is to let you know if you are being understood.

   b. Feedback is both verbal and nonverbal.

IV. Forms of Communication

A. Written communication

1. Allows receiver to read message several times if necessary

2. Allows for concrete evidence of what was communicated

3. Steps for planning and composing written communication

   a. Decide on the purpose for communication.

      (1) To inquire

      (2) To complain

      (3) To share information, feelings

      (4) To report

      (5) To summarize

      (6) To instruct

   b. Decide on the appropriate writing style.

      (1) Formal style

         (a) Is used in writing letters, memos, reports, etc.

         (b) Uses larger vocabulary than that used in conversation

      (2) Informal style

         (a) More personal

         (b) Uses a less formal vocabulary

      (3) Colloquial style

         (a) Uses style of casual conversation

(b) May include slang terms

c. Jot down ideas as you think of them.

d. Decide on sequence of ideas and points to include.

e. Write the message.

f. Evaluate the message.

(1) clear

(2) concise

(3) courteous

(4) conveyed what you wanted it to convey

B. Oral communication

1. Advantage: allows for immediate exchange of ideas and attitudes

2. Disadvantage: poorly chosen word or phrase can cause damage to relationship

3. Choice of words is important for precise meaning

4. Carrying on casual conversation

a. Be a good listener

b. Try to see things from other person's viewpoint

c. Ask questions to discover the other person's interests

d. Try not to monopolize the conversation

C. Nonverbal communication

1. Oral and nonverbal communication are interrelated.

2. Feelings are often effectively communicated nonverbally.

3. Functions of nonverbal communication

a. Can emphasize or describe verbal message being communicated

b. Can be used instead of oral communication

c. Can contradict what has been said

4. Nonverbal communication is transmitted by

a. Posture

b. Facial expressions

INFORMATION

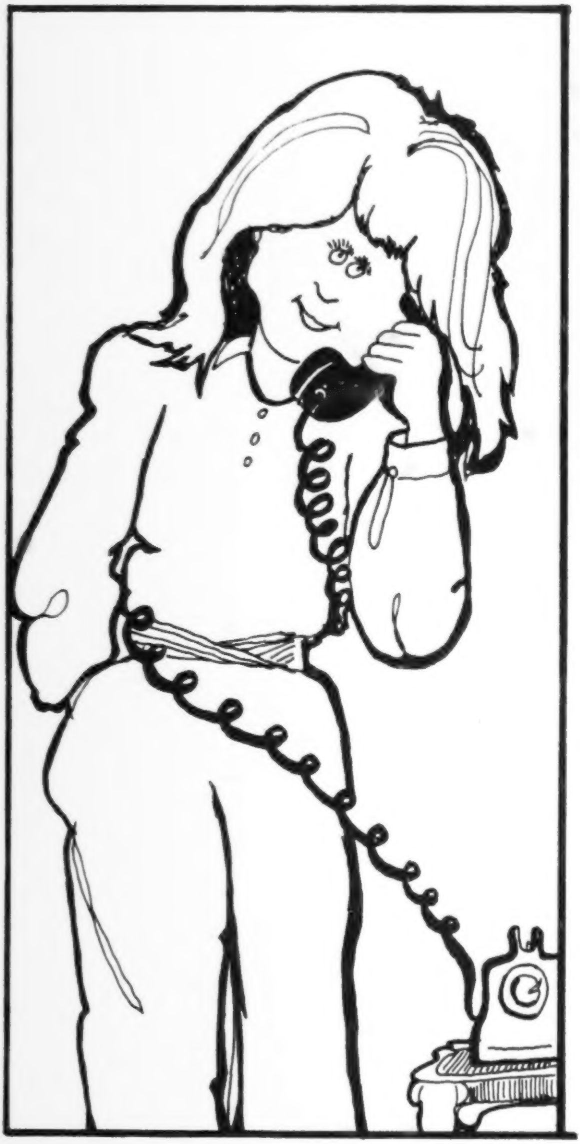
- c. Physical appearance
- d. Energy level
- e. Gestures
- f. Eye contact
- g. Mannerisms
- h. Touching

5. Examples of nonverbal communication

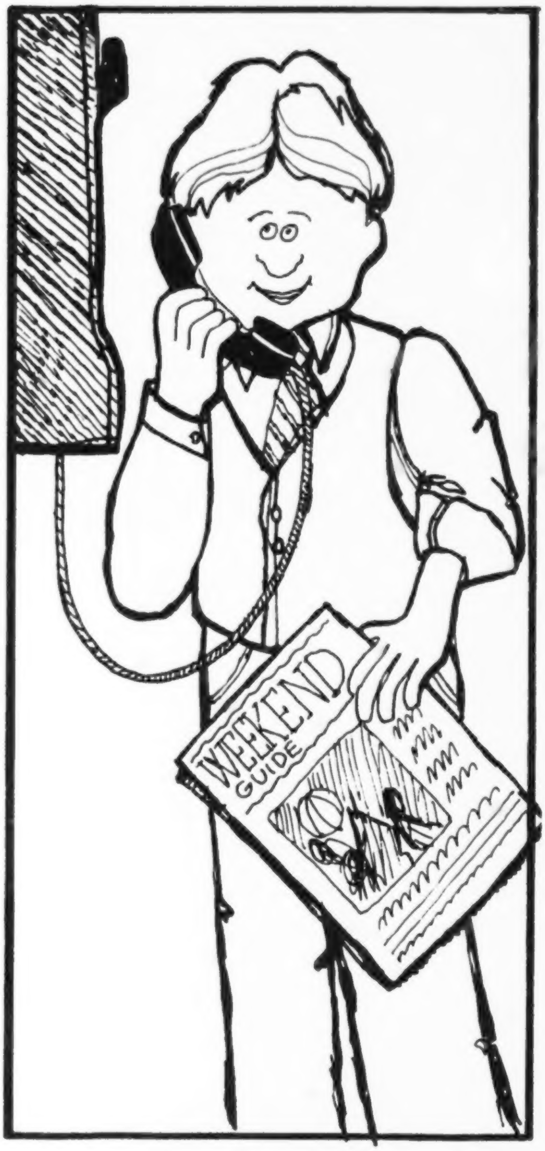
- a. Positive attitudes conveyed
  - (1) Open palms--friendly, openness
  - (2) Arms swinging freely when walking--cheerful, relaxed
  - (3) Sitting slightly forward in a chair--attentive
  - (4) Eye contact--attentive, listening, confident
  - (5) Arm around another person's chair--intimacy, closeness
- b. Negative attitudes conveyed
  - (1) Closed fist--anger, hostility
  - (2) Nervous gestures (tapping, rapid blinking of eyelids, scratching)--lack of confidence, boredom
  - (3) Lack of eye contact--shy, lack of confidence, not listening, inattentive

COMMUNICATION

A TWO WAY PROCESS



1. Give information


WEEKEND
GUIDE

2. Listen

HUMAN RELATIONS

ACTIVITY SHEET 3--LEARNING VOCABULARY WORDS

Directions: Unscramble the following words. Then write the correct term to match the definition.

1. enbovnarl umcmtacinooni ____________ ____________
2. tcnimmocuiano ____________
3. laro munctniacmioo ____________ ____________
4. rtnewit amimuconocitn ____________ ____________
5. edakcbef ____________

Write in the blanks the terms for the definitions given.

1. To communicate by body language such as your posture, gestures, facial expressions, and touching. ____________ ____________
2. To communicate by writing, typing, etc. letters, words, or sentences on some surface, usually paper. ____________ ____________
3. An exchange of an idea or message which results in a high amount of understanding between the sender and receiver. ____________
4. To communicate by speaking; spoken words. ____________ ____________
5. Checking with the person with whom you are communicating to make sure the message is understood. ____________

ACTIVITY

HUMAN RELATIONS

ACTIVITY SHEET 4--NONVERBAL COMMUNICATION

Directions: For this activity, follow the instructions listed.

1. Choose a partner. Divide into two circles, one within the other (inner circle and outer circle), having one partner in each circle. People in the outside circle should sit where they can easily see their partner's face.
2. For fifteen minutes have the inner circle of people carry on a discussion on a controversial subject. (Some possible topics: the benefits of the feminist movement; capital punishment; issues involved in drug abuse).
3. During the discussion, the people in the outer circle should observe their partner, noticing their nonverbal communication. Write down gestures, posture, facial expressions, and any other nonverbal clues.
4. After fifteen minutes, break up into pairs again and share your observations with your partner. After describing your partner's nonverbal behavior, discuss together the nonverbal messages he/she might have been sending with these behaviors.

HUMAN RELATIONS

ACTIVITY SHEET 5--WRITTEN INSTRUCTIONS

Directions: Complete the steps listed.

1. Write instructions on how to do something, such as how to make a peanut butter and jelly sandwich, how to lace and tie a shoe, or how to tie a man's necktie.
2. Have the teacher assign someone to follow your directions exactly--doing only as instructed.
3. Discuss (as a class or with the person following your instructions) the importance of clear and concise instructions.
4. How could you have improved your instructions for better communication?

HUMAN RELATIONS

INFORMATION SHEET 3--HUMAN RELATIONS ON THE JOB

I. Terms and Definitions

   A. Conscientious--always trying to do the right thing; doing your work with care in a way you know is right

   B. Cooperation--to work with others for common benefit or toward common goals

   C. Dependable--reliable and trustworthy (example: being at work on time)

   D. Honesty--not cheating or stealing; telling the truth

   E. Initiative--being a self-starter; seeing work that needs to be done and doing it without waiting to be told to do so

   F. Loyalty--being true to someone or something

   G. Positive human relations--the ability to get along with many different people under varying circumstances

   H. Tact--sense of knowing what to do or say in order to maintain good relations with others and to avoid offense

   I. Tolerance--the ability to endure irritations, habits, or mannerisms that may bother you

II. Applying Human Relations Skills on the Job

   A. Employees who work well with their employers and co-workers are happier and more productive.

   B. Co-workers are not always those you would choose as friends.

      1. Their values may differ from yours.

      2. You may not like their lifestyles or personality.

   C. It is important to cooperate with co-workers. Team efforts are essential.

   D. Respect another person's right to be different.

   E. Human relations skills are helpful when unusual circumstances (absentees, rush orders, for example) put excess demands on employees.

      1. Be willing to perform extra duties when necessary.

      2. Show initiative--Start work assignments you know must be done without waiting to be instructed to do so. Keep busy.

INFORMATION

F. A positive attitude is "catching." It encourages the same in others.

III. Importance of a Good Job Attitude

A. Your attitude, more than any other single factor, will influence your success on a job as well as with people.

B. Generally, your attitude shows your outlook on life.

C. If you maintain a positive frame of mind:

1. You will be able to view even the most difficult jobs or situations in a positive way.

2. You will be able to remain calm and pleasant in a trying situation, hopefully avoiding a direct confrontation.

D. Your attitude affects people's impressions of you.

IV. Having a Positive Attitude on the Job Includes:

A. Being self-confident

B. Being willing to learn and improve

C. Being able to see another person's point of view and ideas

D. Not making excuses, but accepting responsibility for your actions

E. Seeing most situations, even uncomfortable ones, as a chance for growth

F. Showing initiative on the job

G. Taking pride in your work

H. Accepting criticism when mistakes are made

I. Seldom criticizing others, but if criticism is necessary:

1. Being tactful

2. Using constructive criticism

a. Pointing out mistakes

b. Suggestions on ways to improve

J. Being considerate of what is good for or helpful to others

K. Being cooperative

L. Looking directly into the eyes of other workers when talking with them

M. Respecting the ideas and opinions of others

N. Being enthusiastic about your work

V. Having a Negative Attitude on the Job Includes:

- A. Not really caring about your work
- B. Rarely smiling
- C. Being unwilling to change
- D. Not wanting to see another person's point of view
- E. Constant complaining
- F. Always blaming others for your own mistakes
- G. Being critical of others
- H. Refusing to look directly into the eyes of other workers when talking with them
- I. Always making excuses
- J. Feeling bored
- K. Never showing initiative

VI. Establishing Satisfactory Employer-Employee Relationships

- A. Remember that employers are people, too. Just like you, they:
  - 1. Have interests outside of work
  - 2. Have good days and bad days
  - 3. Like to receive compliments
  - 4. Sometimes have difficulty accepting criticism
- B. Respect, don't fear, your supervisor. (Remember that the supervisor probably held a lesser position before becoming a supervisor.)
- C. Suggestions a worker can use in learning to get along with a supervisor
  - 1. Be responsible, dependable.
    - a. Get to work on time, and work up until quitting time.
    - b. Always notify the employer if late arrival or absence is necessary.
    - c. Work consistently.
      - (1) Take breaks only at designated times.
      - (2) Avoid wasting time in excess talk.
      - (3) Limit personal telephone calls.

2. Show interest in the job.

    a. Learn about the company, its policies, administration, products, etc.

    b. Be conscientious of your work. Be neat, thorough, and accurate.

    c. Follow instructions carefully and ask questions if you do not understand.

    d. Be flexible; schedule and work requirements sometimes change unavoidably.

3. Develop confidence in personal ability.

    a. Polish skills.

    b. Take advantage of opportunities to expand your knowledge by enrolling in college classes or by reading and researching on your own.

    c. Accept and use constructive criticism as a tool for improvement.

    d. Maintain a positive attitude about the job and the employer.

4. Be honest.

    a. With yourself about your capabilities, your motives, your doubts

    b. With your supervisor and co-workers

    c. Don't do something dishonest that could get your supervisor, or yourself, in trouble.

5. Be straightforward.

    a. Discuss concerns, complaints, and suggestions with the supervisor.

    b. Go directly to your supervisor with a complaint, not to his/her supervisor.

    c. Be loyal to the supervisor and the employing company.

VII. Establishing Positive Relationships with Co-workers

A. Cooperation, consideration, and tact are necessary in working with others.

B. Suggestions for developing positive relationships with co-workers:

1. Know what duties are expected of you and fulfill them.

2. Be willing to help others when extra help is needed.

3. Don't play favorites; respect all co-workers as individuals.

4. Dress and behave in a manner consistent with the accepted office environment.

5. Learn and abide by the office rules and any special privileges allowed to certain individuals (Sara leaves at 4:30 to take the mail; John always sits in the green chair at breaks; lunch break is always 12:00-1:00).

6. Avoid gossip.

7. Maintain a sense of humor.

GETTING ALONG WITH A SUPERVISOR

Be responsible, dependable

Work consistently

Show interest in the job

Develop confidence

Be honest

Be straightforward

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 6--WORD FIND

A. Directions: Locate the following terms in the word find by circling the word.

Conscientious
Cooperation
Dependable
Tolerance
Honesty
Initiative
Loyalty
Tact

F	C	P	M	K	C	U	R	B	G	Z	I	W	D	H	A	S	J	G	C
N	O	O	P	X	R	I	N	S	K	E	L	S	F	X	L	O	M	V	L
V	O	Q	N	A	I	H	A	P	B	J	C	E	R	Y	Q	Z	F	Y	Z
B	P	C	W	S	N	T	Q	O	E	V	Y	N	H	G	H	I	S	B	U
J	E	Q	N	V	C	U	D	X	M	A	L	N	A	M	O	T	L	J	X
O	R	L	B	U	K	I	T	Z	B	U	M	H	D	R	N	U	D	N	C
H	A	R	M	R	C	D	E	P	E	N	D	A	B	L	E	W	W	R	T
E	T	L	H	X	G	M	V	N	W	J	O	E	A	O	S	L	Z	Q	G
F	I	D	I	S	W	P	E	A	T	S	V	Y	C	V	T	Y	O	I	W
T	O	R	A	E	H	F	A	J	P	I	P	U	L	W	Y	G	J	T	E
K	N	Q	F	K	J	V	T	X	T	K	O	M	X	I	E	F	A	V	K
P	N	T	X	O	U	C	Z	A	G	F	H	U	A	N	U	P	W	Y	O
W	X	B	J	H	Z	M	I	Z	P	V	Y	Z	S	B	G	I	Y	E	V
E	N	O	P	K	V	T	J	W	X	T	B	K	V	I	W	T	E	R	Q
Z	D	Q	N	I	I	A	S	Z	I	H	A	T	N	Y	L	R	U	J	O
L	A	R	U	N	L	C	D	K	L	C	T	U	Z	A	V	M	K	G	B
V	B	L	I	Y	G	T	Q	A	O	M	K	N	Y	M	R	T	E	D	I
M	S	S	T	N	Q	Z	H	R	U	P	D	O	E	H	S	N	Z	H	L
P	E	K	J	W	O	E	I	T	H	C	L	G	W	E	A	O	J	D	T
M	Q	A	X	P	G	L	I	O	P	J	P	Z	B	U	X	M	V	A	I

ACTIVITY

HUMAN RELATIONS

ACTIVITY SHEET 7--ATTITUDES

Directions: The following is a list of behaviors that have come from positive and negative attitudes. Under each statement, list whether a positive or negative attitude has been shown.

EXAMPLE: "I'm finished with my work and I have 15 minutes before my shift is over. I think I will help Mary finish her work."
ANSWER: Positive Attitude

1. "This day is going so slowly. I want it to get over with so I can go out on my date with Bob tonight."
ANSWER: ______________________________

2. "I'm so bored with this job. There never is enough to do, but I don't want to help Joan out or she will think I should do it all the time."
ANSWER: ______________________________

3. "Mr. Jones, there is a two-day workshop being offered at the community college for management. They are offering programs on time management, supervision, decision-making skills, and many others. I would like to attend as I think it would help me be a more effective supervisor."
ANSWER: ______________________________

4. "Even though we worked on this project together, I think these mistakes you are talking about are Lee's fault."
ANSWER: ______________________________

5. "I see what you mean Ms. Perez. Perhaps this would be a better way to do it. I'll try it."
ANSWER: ______________________________

6. "I'll correct these errors right away, Mrs. Fox."
ANSWER: ______________________________

7. "Nothing ever goes right around here. The boss is too cheap to buy new typing equipment. No wonder my work looks so sloppy."
ANSWER: ______________________________

8. "I was certainly uncomfortable when Mr. Santos was criticizing my work on this project. But some of the things he said made sense. I will learn from this experience and do a better job next time."
ANSWER: ______________________________

9. "I finished my work a few minutes early. I think I'll sneak off early. No sense in starting anything new at this time of the day."
ANSWER: ______________________________

10. "I don't agree with your ideas, Bob. This is the way we have always done it."
ANSWER: ______________________________

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 8--GETTING ALONG WITH CO-WORKERS AND EMPLOYERS

Directions: In the following situations, check the action you think is best.

1. Jane is a work study student and often does her homework during slow periods at work. Ms. Perez, her supervisor should:

    _____ a. Leave her alone

    _____ b. Discuss the issue with Jane and explain that is is not acceptable to do homework at work

    _____ c. Fire her

2. Tom, the computer programmer, is handicapped. His co-worker Jim should:

    _____ a. Go out of his way to be especially nice

    _____ b. Avoid Tom so that he (Jim) will not feel uncomfortable

    _____ c. Treat Tom as he would anyone else

3. Pat has recently been late for work. Her supervisor should:

    _____ a. Have someone cover for her

    _____ b. Explain to Pat that she needs to be on time or will be terminated

    _____ c. Ignore the problem and hope that Pat will soon start coming to work on time again

4. Lee has completed his work assignment with several errors. Ms. Johnson should:

    _____ a. Show Lee the errors and ask him to correct them

    _____ b. Give it to someone else to do

    _____ c. Show Lee the errors and explain to him how the work could be improved, then ask him to correct it.

5. Sheila needs someone to help her with a rush work assignment. Amy, whom Sheila has often helped out in similar situations, has refused to help Sheila saying: "It isn't my work." Sheila should:

    _____ a. Talk to Amy and explain how unfair she feels this is

    _____ b. Never help Amy out again

    _____ c. Tell her supervisor how uncooperative Amy is

ACTIVITY

6. It is Betty's first day at Hudson Manufacturing. She is very anxious to make friends. She should:

_____ a. Spend the first day "chatting" with her co-workers

_____ b. Listen to gossip and find out all that she can about her co-workers

_____ c. Relax and let friendships develop

7. Alan, in personnel, has received a complaint about Donna, a line supervisor in the manufacturing plant, from one of the people she supervises. Alan should:

_____ a. Discuss the complaint with Donna and work out suggestions together for improvement in this area

_____ b. Ignore the complaint

_____ c. Tell his supervisor and let him handle it

8. John suspects that Richard, his co-worker, is stealing office supplies such as pencils, staples, paper, tape, and scissors from work. John should:

_____ a. Ignore it since it is not his business

_____ b. Tell everyone his suspicions in hopes that the manager will hear

_____ c. Discuss this with Richard, and tell him that he will report it to the manager if it doesn't stop

9. Kristin did not get the promotion to office manager. She feels she is better qualified than the person Mr. Santos hired. She should:

_____ a. Talk to his immediate supervisor about her qualifications and chance for advancement

_____ b. Quit and look for a better position elsewhere

_____ c. Spread rumors about the new office manager so she will leave

10. Marilyn does not like Paul, yet she has been assigned to work with him on a project. She should:

_____ a. Refuse to work on the project

_____ b. Work with him even though she may not like him

_____ c. Quit her job

HUMAN RELATIONS

ACTIVITY SHEET 9--DEVELOPING POSITIVE RELATIONSHIPS WITH CO-WORKERS

Directions: Read the following paragraph and then answer the questions below.

Lee works for Ash Computer Electronics, Inc. She works in the word processing department and, generally, likes her job. Lee gets to work around 8:50 a.m. most mornings. As work starts at 8:30 a.m., June, one of her co-workers, covers for her by answering her phone during this time. Lee is an excellent typist and feels a great deal of confidence in her ability. She often helps out June and her other co-workers with typing if they have rush orders to get out. Although Lee is a good typist, she dislikes having to stop to look up the spelling of words or punctuation rules. Lee usually interrupts one of her co-workers for this information. She feels this saves her a lot of time. Lee is friendly and gets along well with her co-workers. Her best friend, Pam, works down the hall, and she will often leave her desk and stop by Pam's office for a "short" visit. Lee usually asks June to cover for her while she is away from her desk. Lee is always very conscientious about staying until 5:00 p.m. before leaving the office for the day. She doesn't approve of leaving work early to run errands.

ACTIVITY

1. Has Lee developed positive relationships with her co-workers? How?

2. How do you think June feels about Lee?

3. List the ways that Lee is ignoring good human relations skills while dealing with June.

4. How could Lee improve her relationship with June?

UNIT IV

HUMAN RELATIONS

INFORMATION SHEET 4--DEALING WITH CONFLICT ON THE JOB

I. Terms and Definitions

A. Compromise--settling of an argument or dispute in which each side gives up part of what it wants

B. Constructive criticism--statement(s) which includes both critical evaluation and suggestions for improvement

C. Values--your personal beliefs as to what is good or bad, right or wrong

II. Disagreements and Human Relations

A. Tension can complicate relationships with others.

B. Relieving tension during disagreements by attacking others doesn't help.

C. Too much stress can cause physical or emotional illness.

D. To resolve conflicts successfully, consider other people's points of view.

E. Use criticism carefully.

1. Constructive criticism

    a. Builds people up and helps them do a better job

    b. Is given in a quiet voice

    c. States specifically what is wrong

    d. Gives suggestions for ways to improve

    e. Deals with a person's actions, not the person

2. Destructive criticism

    a. Tears people down

    b. Makes it harder for people to do a job

III. Coping with Stress and Conflict

A. Learning to cope with stress is part of growing up.

1. Stress at work

INFORMATION

2. Financial stress

3. Tensions of socializing

B. When there is conflict over personal differences, compromise is often useful.

(NOTE: Each gives in to the other on certain points to work toward a solution that can be accepted by both.)

C. Overlook minor irritations.

D. Other issues may be more important to you so you need to deal with the problem to avoid frustrations.

E. Bring conflicts out in the open.

F. Decide what your values (those things you consider important) are in the disagreement.

G. Treat each conflict as an opportunity for growth.

H. Use problem-solving techniques to help settle disagreements.

1. Recognize the problem

2. Get the facts

3. Weigh the facts

4. Determine the objectives

5. Think about the consequences

6. Make a decision

7. Take action

8. Check results

HUMAN RELATIONS

ACTIVITY SHEET 10--SETTLING CONFLICTS

Directions: Read the following conflict situations and make a list of four or five steps you would follow to settle these conflicts.

You share an office with Bob. You need to have quiet surroundings in order to concentrate and work efficently. Bob likes to listen to music while he works. He turns the radio on as soon as he comes into work in the morning and leaves it on all day. You are finding that the radio is very distracting for you, and you would prefer it to be turned off. How would you handle this situation?

You and Pat conduct the new employees' orientation sessions at John's Inc. You ask Pat to divide the work of the session evenly, but Pat always leaves you to straighten and clean up the training room after each session. You feel that this is something you should do together. What would you do about this situation?

HUMAN RELATIONS

ACTIVITY SHEET 11--HANDLING CRITICISM

Directions: Read the following situation and then answer the questions that follow.

You are a new trainee in an on-the-job training program for computer operators at Wallins and Son Company. Your supervisor checks your work carefully everyday and then critiques your work. The supervisor will often come to your terminal and watch you work, stopping you if you do something incorrectly or showing you a better way of doing it.

1. Why do you listen to your supervisor?

2. Is the criticism beneficial to you or not?

HUMAN RELATIONS

ACTIVITY SHEET 12--CONSTRUCTIVE CRITICISM

Directions: You can WIN on the job by listening to criticism when it is given. Check the response you feel is best in the following sentences.

		Sometimes	Usually	Always	Never
1.	I should accept criticism with a smile.				
2.	I should think about the criticism offered before rejecting it.				
3.	I should think about the criticism offered before accepting it.				
4.	I should defend my way of doing things.				
5.	I should be polite in rejecting or accepting criticism.				
6.	I should feel bad for a long time when I am criticized.				
7.	I should ignore criticism.				
8.	If people criticize me, I should try to get them back as soon as I can.				
9.	I should try to "pass the buck" when I am criticized.				
10.	I should be grateful for good, sound, helpful criticism.				

UNIT IV

HUMAN RELATIONS

UNIT TEST--PART 1

A. Match the terms related to human relations and personality to their definitions by placing the correct letter in the blank at the left.

_____ 1. Attitude

_____ 2. Bias

_____ 3. Characteristics

_____ 4. Human relations

_____ 5. Negative attitude

_____ 6. Personality

_____ 7. Positive attitude

_____ 8. Prejudice

_____ 9. Self-concept

_____ 10. Environment

a. looking for and finding only the worst

b. an opinion formed without sufficient knowledge

c. the way a person acts or feels about a situation

d. getting along with others; dealing with people effectively

e. the way you think of yourself

f. the combination of personal traits that make one person different from another

g. a personal and often unreasonable point of view.

h. looking for and finding good

i. traits, features, or qualities of a person

j. all the conditions that surround a person and affect growth, actions, characteristics, etc.

B. List and define three personality characteristics that help determine your style of interacting with your environment.

1.

2.

3.

C. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. Poor human relations has little effect on your ability to perform you job well.

_____ 2. Fifty percent of all jobs are lost due to inability to get along with other people.

_____ 3. The first step toward understanding and getting along with other people is knowing yourself.

_____ 4. The outlook you have on life has little to do with your personality.

_____ 5. The way you see others is often a reflection of how you see yourself.

_____ 6. Attitudes are under each person's own control.

_____ 7. Physical characteristics have no effect on your personality.

_____ 8. Your past experiences, background, prejudices, and biases affect your perceptions.

UNIT IV

HUMAN RELATIONS

UNIT TEST--PART 2

A. Define the following terms.

1. Communication--

2. Nonverbal communication--

3. Oral communication--

4. Written communication--

5. Feedback--

B. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. Communication is basic and important to human relations.

_____ 2. A function of nonverbal communication is to give the receiver a chance to read the message several times.

_____ 3. Nonverbal communication never contradicts what has been said.

_____ 4. A purpose of communication is to help you meet your needs.

_____ 5. A disadvantage of oral communication is that it allows for an immediate exchange of ideas and attitudes.

_____ 6. Feelings are often effectively communicated nonverbally.

_____ 7. Nonverbal communication can never be used in place of oral communication.

_____ 8. Communication conveys the message from sender to receiver.

_____ 9. Your facial expressions are an example of nonverbal communication.

_____ 10. In oral communication the choice of words is important for precise meaning.

_____ 11. Nonverbal communication always emphasizes the verbal message being spoken at that time.

_____ 12. The informal style of written communication is personal and uses a less formal vocabulary.

C. List three possible purposes of communication.

1. ______________________________
2. ______________________________
3. ______________________________

D. List five ways nonverbal communication can be transmitted.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

UNIT IV

HUMAN RELATIONS

UNIT TEST--PART 3

A. Match the terms related to human relations on the job to their definitions by placing the correct letter in the space at the left.

_____ 1. Conscientious

_____ 2. Cooperative

_____ 3. Dependable

_____ 4. Honesty

_____ 5. Initiative

_____ 6. Loyalty

_____ 7. Positive human relations

_____ 8. Tact

_____ 9. Tolerance

a. not cheating or stealing; telling the truth

b. sense of knowing what to do or say in order to maintain good relations with others and avoid offense

c. always trying to do the right thing; doing your work with care in a way you know is right

d. being true to someone or something

e. the ability to endure irritations, habits, or mannerisms that may bother you

f. to work with others for common benefit or toward common goals

g. being a self-starter; seeing work that needs to be done and doing it without waiting to be told to do so

h. the ability to get along with many different people under varying circumstances

i. to be reliable and trustworthy

B. Complete the following statements by placing the correct letter in the blank at the left.

_____ 1. Employees who work well with their employer and co-workers are

a. unhappy on their jobs
b. happier and more productive
c. less productive because they spend much time visiting

_____ 2. To show initiative means to

a. start work assignments you know must be done without waiting to be instructed to do so
b. be on time
c. follow instructions

_____ 3. Show interest in your job by

- a. learning about the company, its policies, its administration, its products, etc.
- b. being honest
- c. gossiping about your co-workers

_____ 4. Develop confidence in your personal ability by

- a. maintaining a sense of humor
- b. dressing appropriately for the office
- c. taking advantage of opportunities to expand your knowledge through workshops, college courses, or by reading on your own

_____ 5. Cooperation, consideration, and tact are necessary in

- a. polishing your work skills
- b. establishing a positive relationship with your co-workers
- c. being conscientious

C. Answer the following statements True or False by placing a T for True or an F for False in the blanks at the left.

_____ 1. Human relations skills are of little use when unusual circumstances (absentees, rush orders, for example) put excess demands on employees.

_____ 2. If you have a complaint, you should go directly to your supervisor, not to his/her supervisor.

_____ 3. A suggestion for developing positive relationships with your co-workers is to be willing to help others when extra help is needed.

_____ 4. It is relatively unimportant to show initiative on a job.

_____ 5. It is important to cooperate with co-workers. Team efforts are essential.

_____ 6. You should always notify the employer if you are going to be late or absent.

UNIT IV

HUMAN RELATIONS

UNIT TEST--PART 4

A. List, in order, problem-solving techniques to help settle disagreements.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

TEST

B. Answer the following statements True or False by placing a T for True or an F for False in the blanks at the left.

_____ 1. It is a good idea to relieve your tension at work by yelling at and blaming others.

_____ 2. Too much stress can cause physical or emotional illness.

_____ 3. Destructive criticism makes it harder for people to do a good job.

_____ 4. Problem-solving techniques are of little use in helping to settle personal and work-related disagreements.

_____ 5. Constructive criticism builds people up and helps them do a better job.

_____ 7. When there is a conflict over personal differences, compromise is often useful.

UNIT V

OFFICE PROCEDURES AND EQUIPMENT

UNIT OBJECTIVE

After completing this unit, the student should be able to identify basic office procedures and the equipment associated with each procedure. This will be demonstrated through the completion of the unit test.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. List the four basic office procedures
2. List the methods of input
3. List the forms of output
4. List the types of output equipment
5. List the methods of distributing the final product
6. Develop a collage of the various office equipment

UNIT V

OFFICE PROCEDURES AND EQUIPMENT

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your program.

B. Design a bulletin board on office procedures and equipment.

C. Gather magazines and manufacturer's catalogs with office equipment.

D. Arrange for a guest speaker to speak on office automation.

E. Arrange for a field trip to a local business.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. Discuss the four basic office procedures.

B. Discuss the methods of input.

C. Discuss the equipment used for processing. If possible, show students various kinds of equipment.

D. Discuss the forms of output and the equipment used in the output procedure.

E. Discuss the distribution/communication procedure.

F. Arrange for a field trip to the post office.

G. Do ACTIVITY SHEET 1--OFFICE EQUIPMENT COLLAGE.

IV. Transparency Masters TM-1--FOUR BASIC OFFICE PROCEDURES is included in the students' manuals and can be used as an Information Sheet.)

V. Evaluation

A. Give the test after completion of the Information Sheet and Activity Sheet.

B. Use the test as an assignment for the students.

C. Some students may respond better to an oral test with the instructor.

D. You should add evaluation questions for any material added to the unit.

VI. Answers to the Activity Sheets and Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Archer, Fred C., Raymond F. Brecker and Jeffrey R. Stewart. General Office Procedures. New York: Gregg/McGraw-Hill, n.d.

B. Oliverio, Mary Ellen and William R. Pasewark. Secretarial Office Procedures. Cincinnati: Southwestern Publishing Co., 1977.

C. Stiegler, Lube. Office Systems and Procedures. Boston: Houghton Mifflin, n.d.

UNIT V

OFFICE PROCEDURES AND EQUIPMENT

ANSWERS TO ACTIVITY SHEET

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor.

OFFICE PROCEDURES AND EQUIPMENT

ANSWERS TO UNIT TEST

A. 1. input
   2. process
   3. output
   4. distribution/communication

B. 1. machine dictation
   2. longhand
   3. shorthand

C. Three of the following.

   1. letters
   2. memorandums
   3. reports
   4. drafts
   5. forms
   6. statistical information

D. 1. computer printer
   2. copier
   3. duplication

E. 1. internal
   2. external

OFFICE PROCEDURES AND EQUIPMENT

INFORMATION SHEET

I. Four Basic Office Procedures

A. Input--information or ideas in a raw form

B. Process--information or ideas submitted for computing, assembling, or compiling

C. Output--the final product and its reproductions

D. Distribution/Communication--the act of dispensing the final product

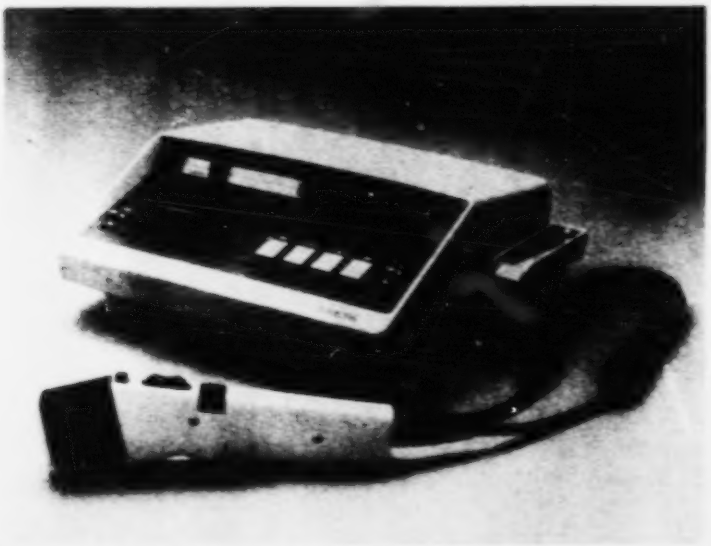
II. Methods of Input

A. Machine dictations is the fastest, easiest means of input. The employer talks into dictation equipment which records the words onto a recording medium for later transcription.

1. Portable units are self-contained, hand-held units.

Portable machine dictation unit. Photo by OCL Staff.

2. Desk-top units are located in the office.



Desktop machine dictation unit. Courtesy of Lanier Business Products, Inc.

3. Transcription units are used to play back the material to be transcribed.

Transcription unit. Courtesy of Lanier Business Products, Inc.

B. Longhand is the slowest means of input, the most difficult to produce, and expensive with regard to the amount of time spent writing and producing the document.

C. Shorthand is faster than longhand and costly in that it requires the time of two persons.

III. Equipment for Processing

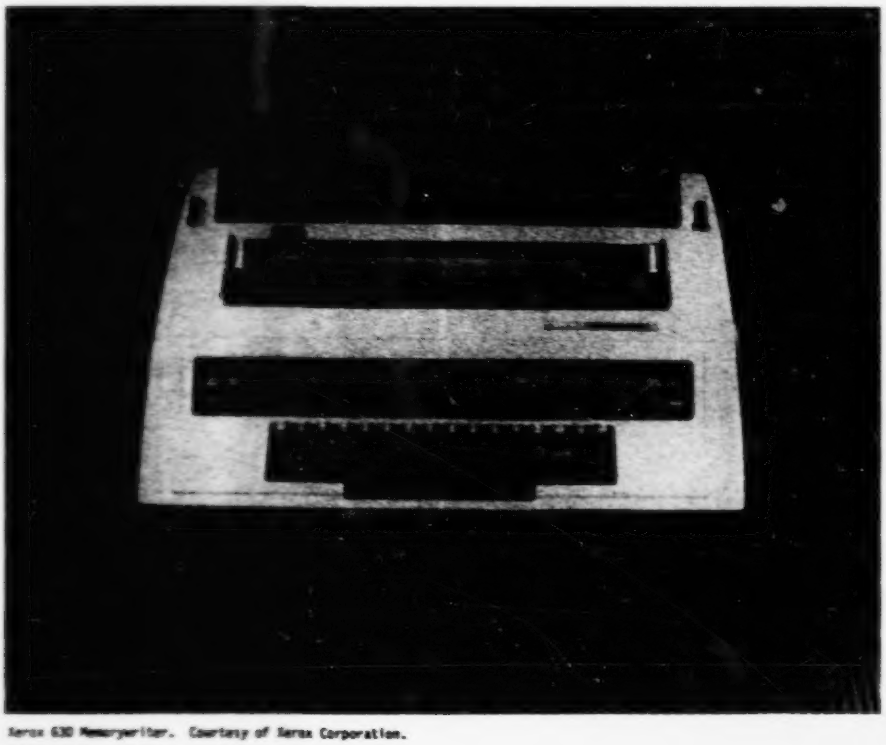
A. The traditional processing equipment used was the typewriter.

B. Today, there are various kinds of processing equipment.

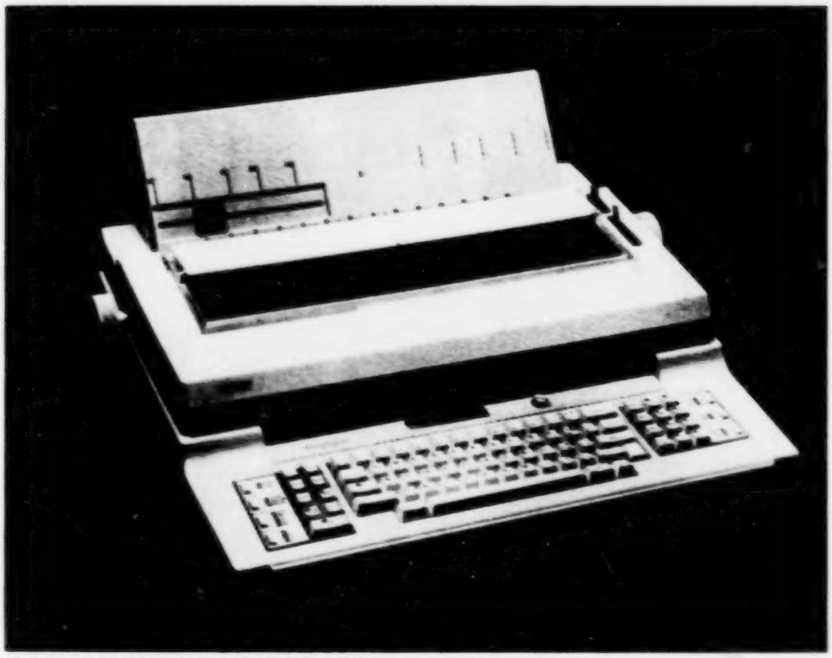
1. Automatic typewriters

IBM Quietwriter 7. Courtesy of International Business Machines Corporation.

Xerox 640 Memorywriter. Courtesy of Xerox Corporation.

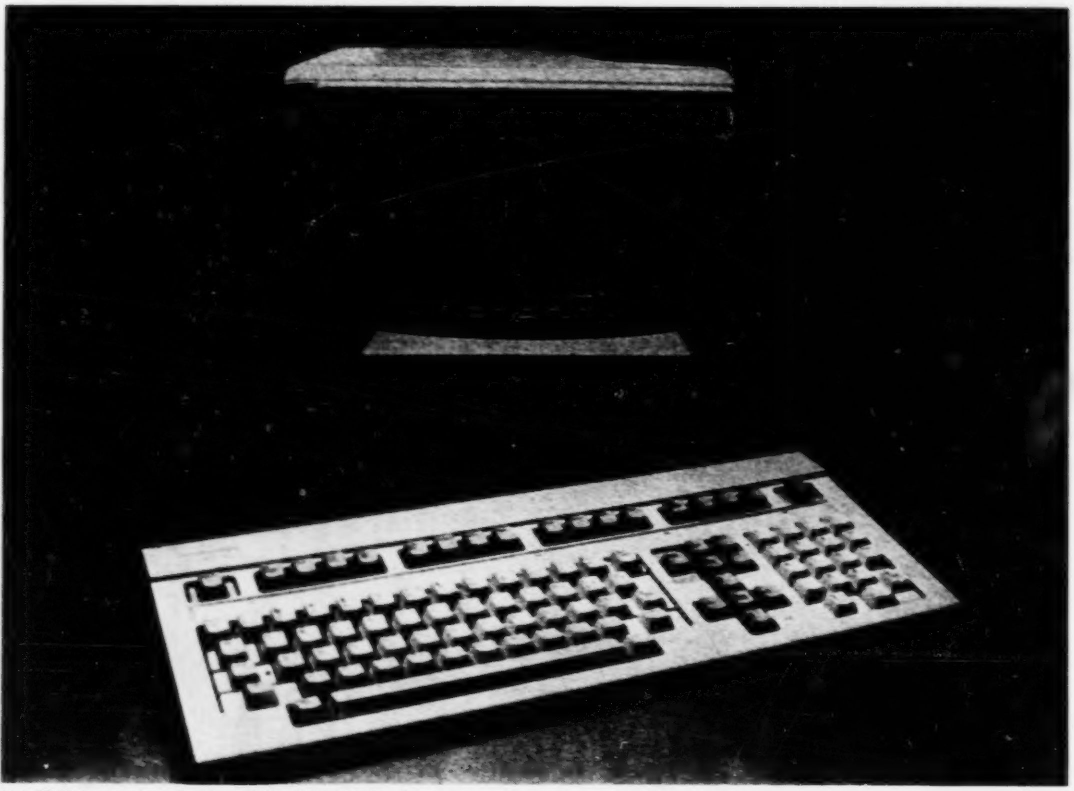


Xerox 630 Memorywriter. Courtesy of Xerox Corporation.

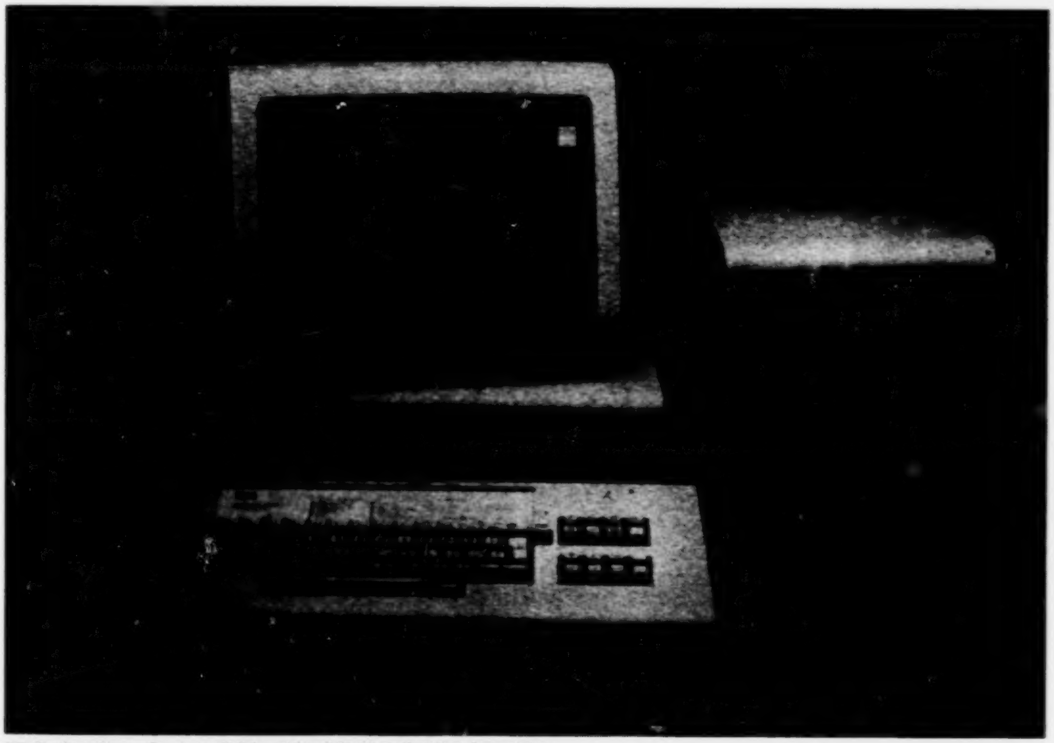


Ricoh Easy Typer S20. Courtesy of Ricoh Corporation.

2. Computer systems

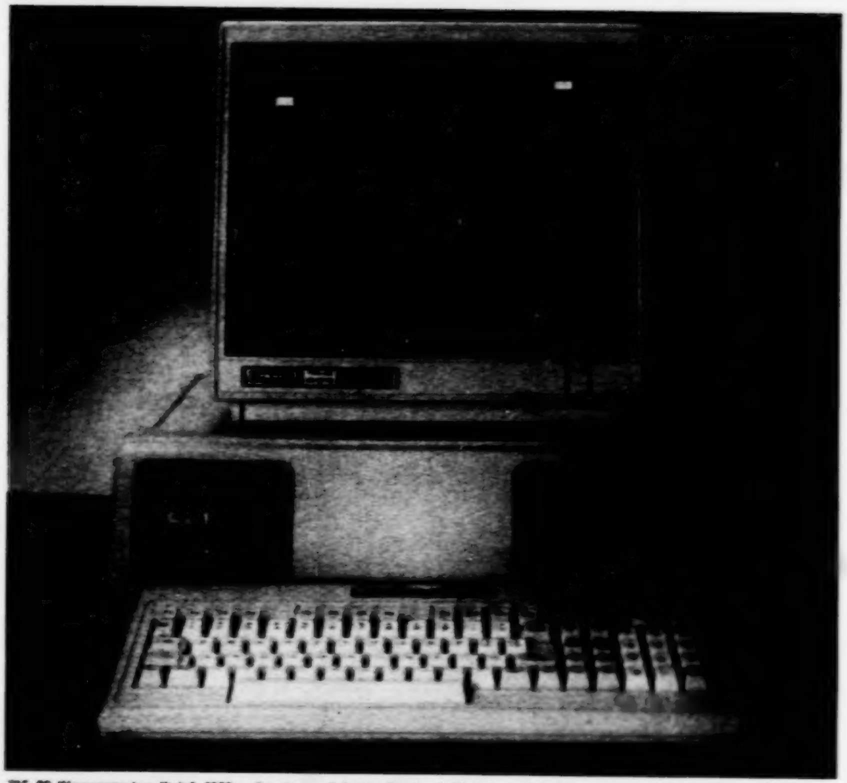


Wang PC Microcomputer. Courtesy of Wang Laboratories, Inc.

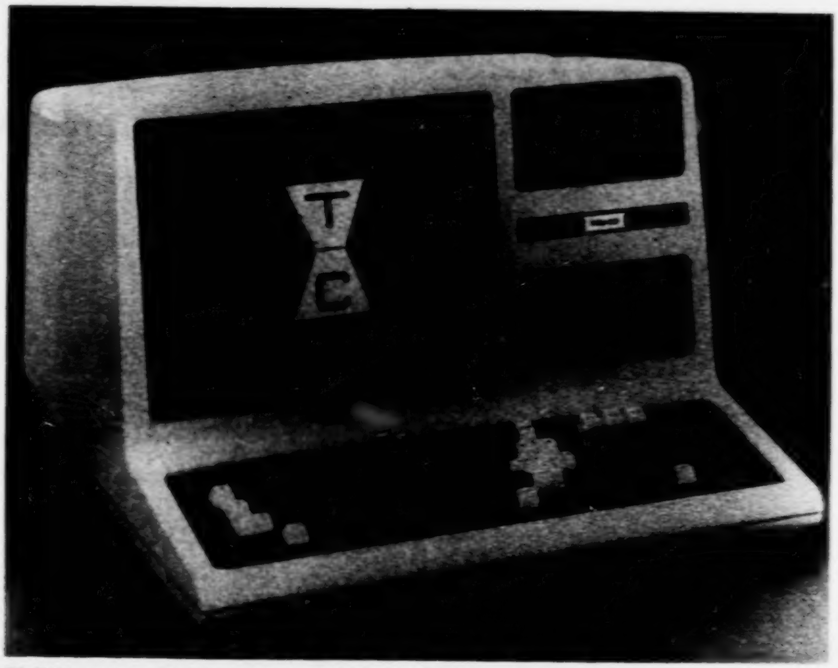


IBM Displaywriter. Courtesy of International Business Machines Corporation.

Altos III Microcomputer. Courtesy of Altos Computer Systems.

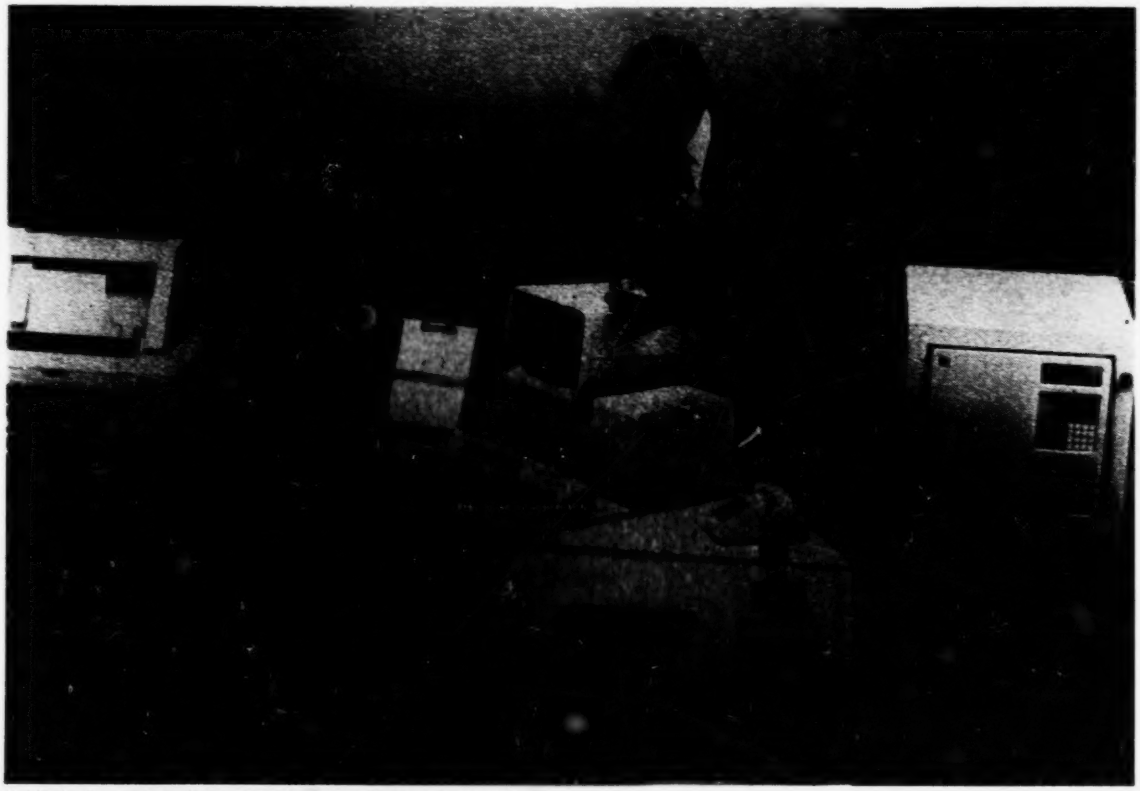


TRS-80 Microcomputer Model 2000. Courtesy of Radio Shack, A Division of Tandy Corporation.



TRS-80 Microcomputer Model 4. Courtesy of Radio Shack, A Division of Tandy Corporation.

Minolta PCM-1 Office System. Courtesy of Minolta Corporation's Business Equipment Division.



IBM Series I. Courtesy of International Business Machines Corporation.

Kodak KAR-4400 information system. Courtesy of Eastman Kodak Company.

IV. Output Procedures

    A. Forms of Output

        1. Letters

        2. Memoranda

        3. Reports

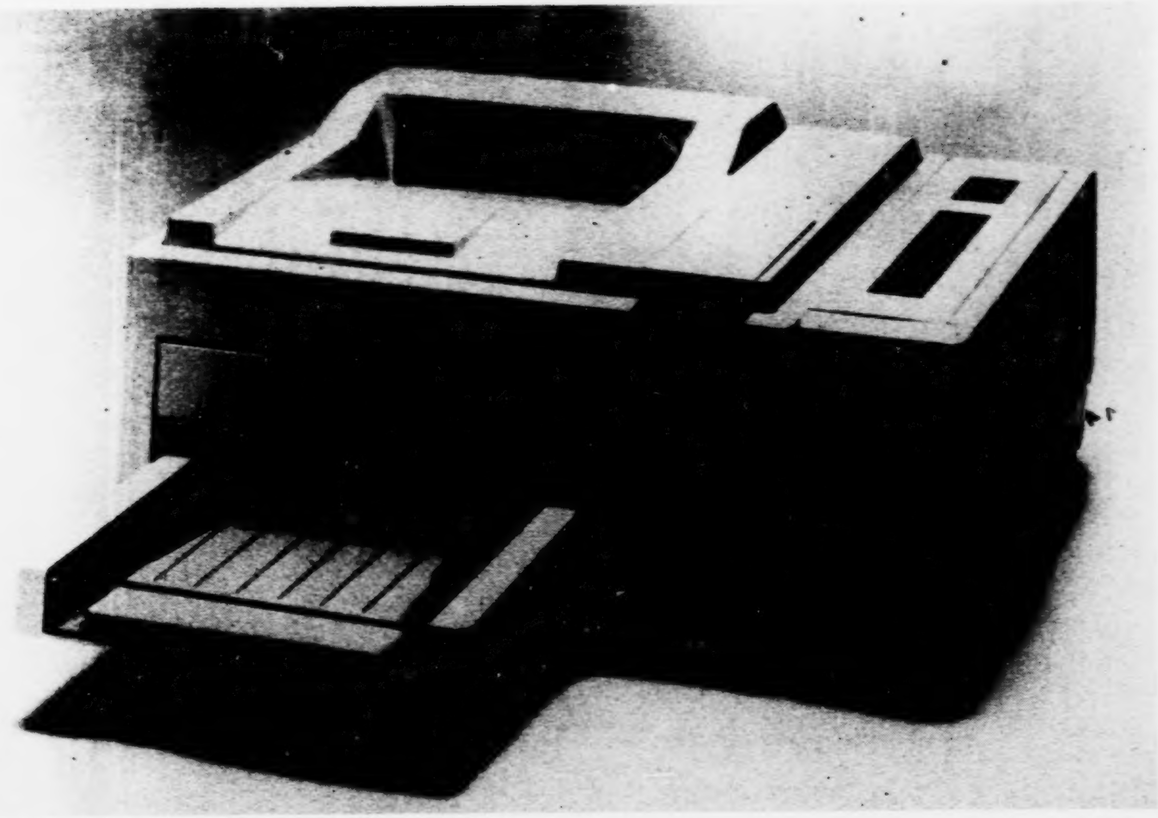
        4. Drafts

        5. Forms

        6. Statistical information

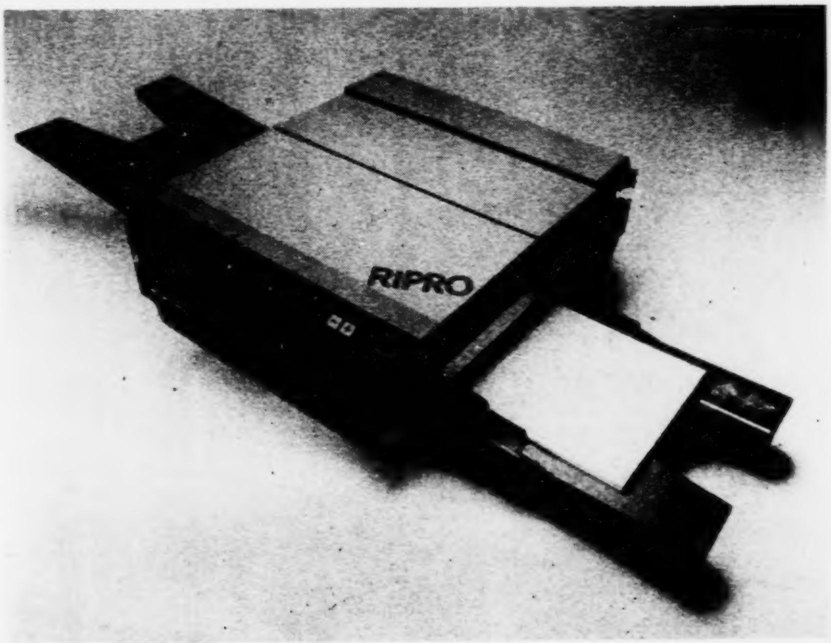
    B. Output equipment

        1. Computer printers

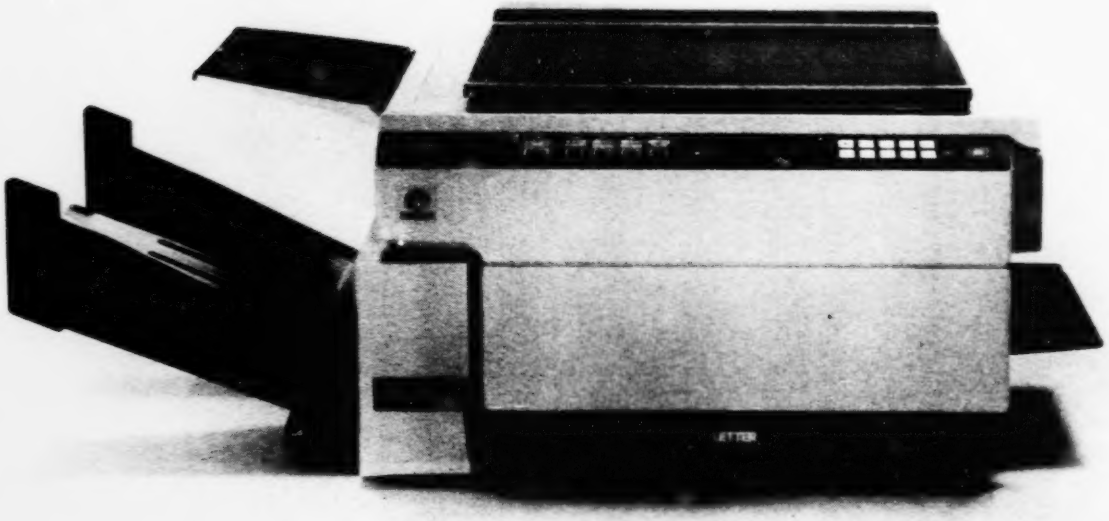


Ricoh LP 4120 Laser Printer. Courtesy of Ricoh Corporation.

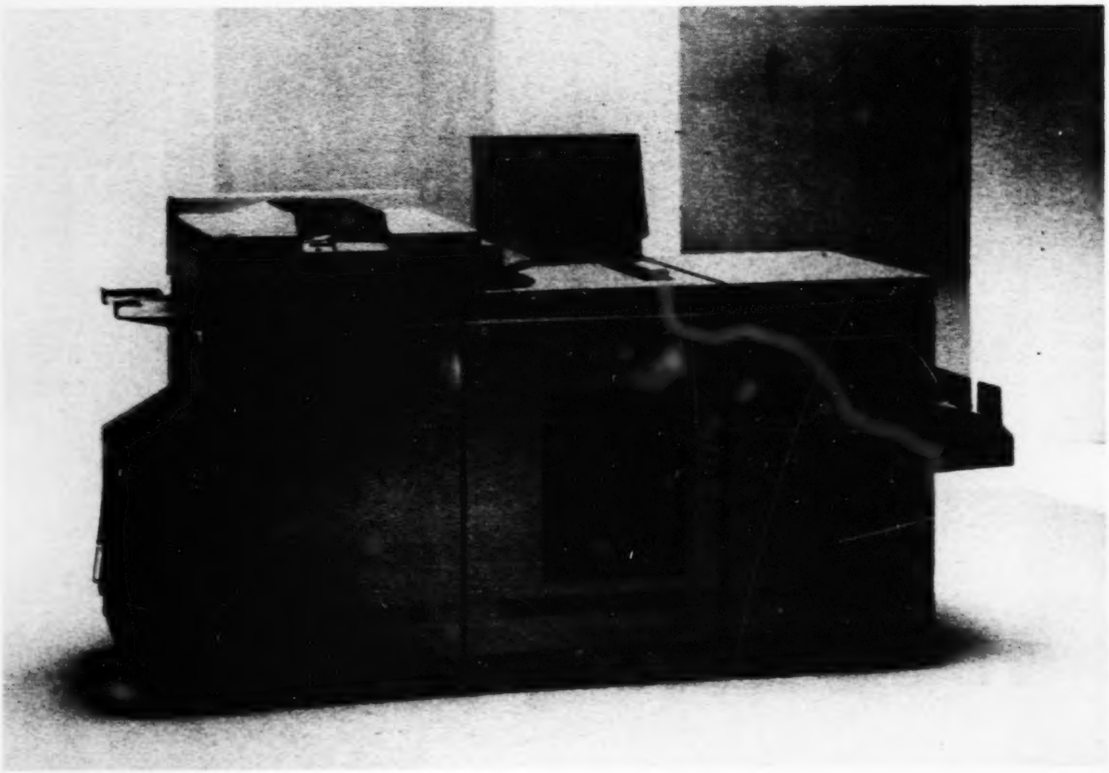
2. Copiers



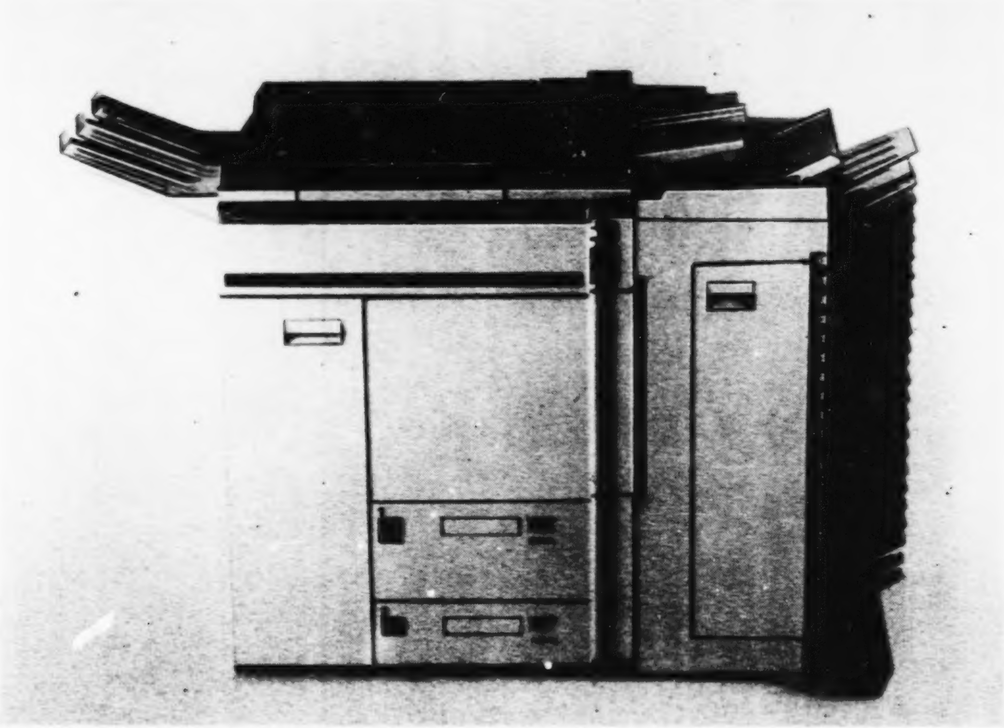
Ricoh RIPRO Small Business Copier. Courtesy of Ricoh Corporation.



Minolta Beta 350Z Copier. Courtesy of Minolta Corporation's Business Equipment Division.

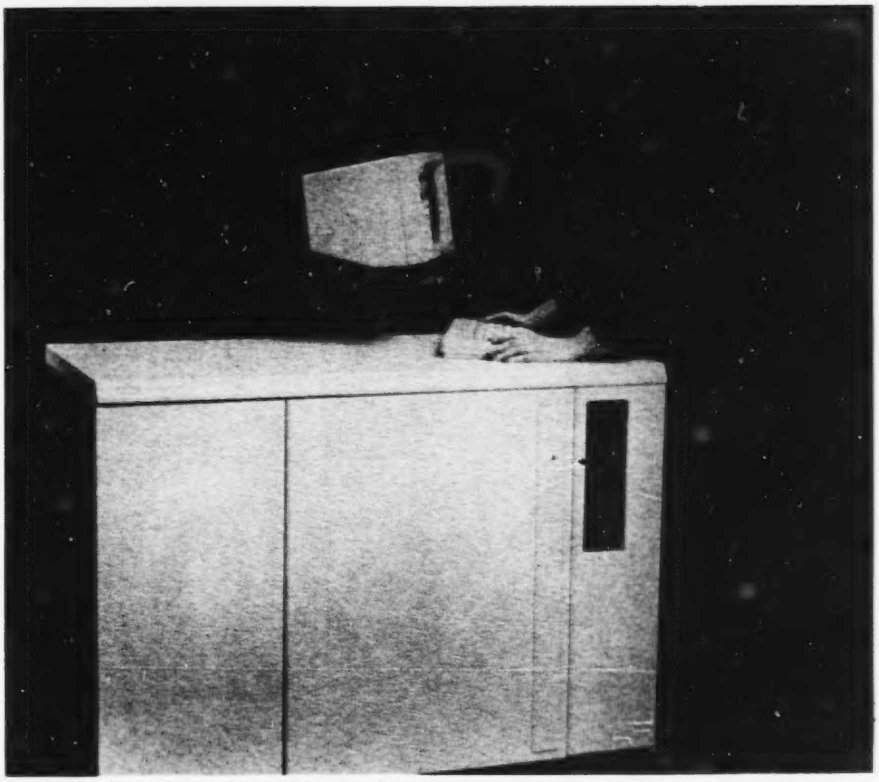


Xerox 1090 Marathon Copier. Courtesy of Xerox Corporation.

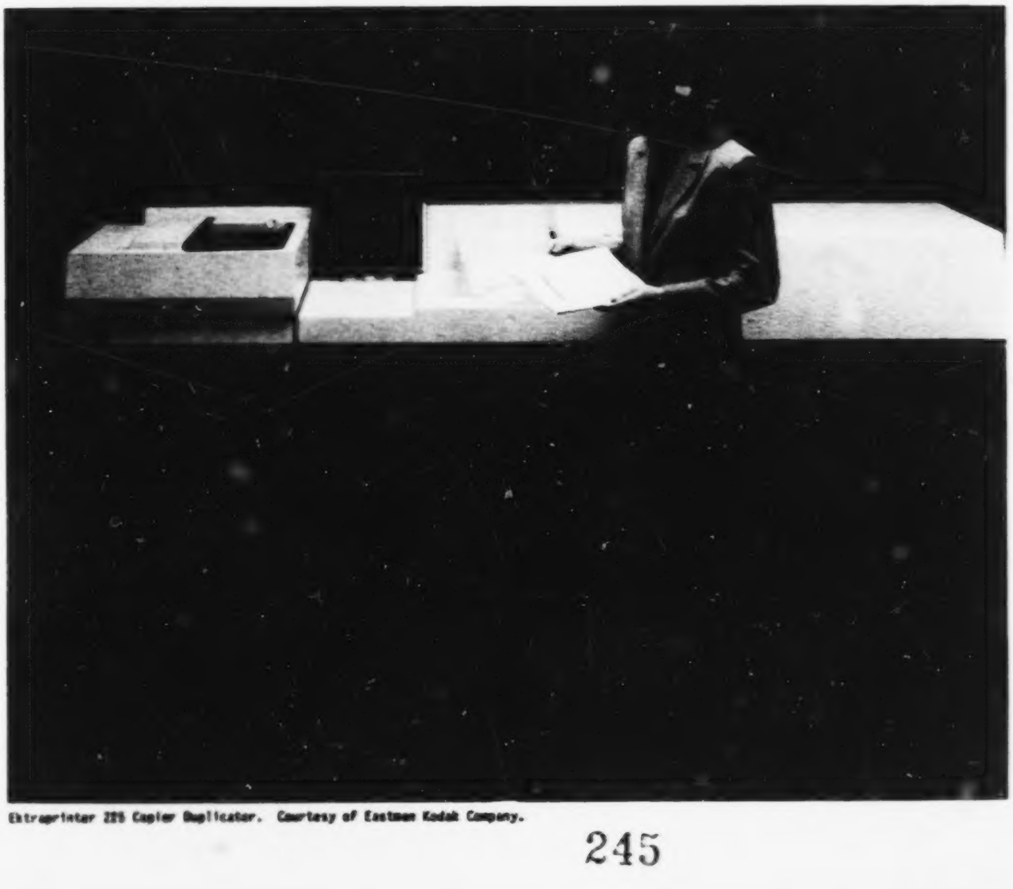


Ricoh Copier FT6080 Console Copier. Courtesy of Ricoh Corporation.

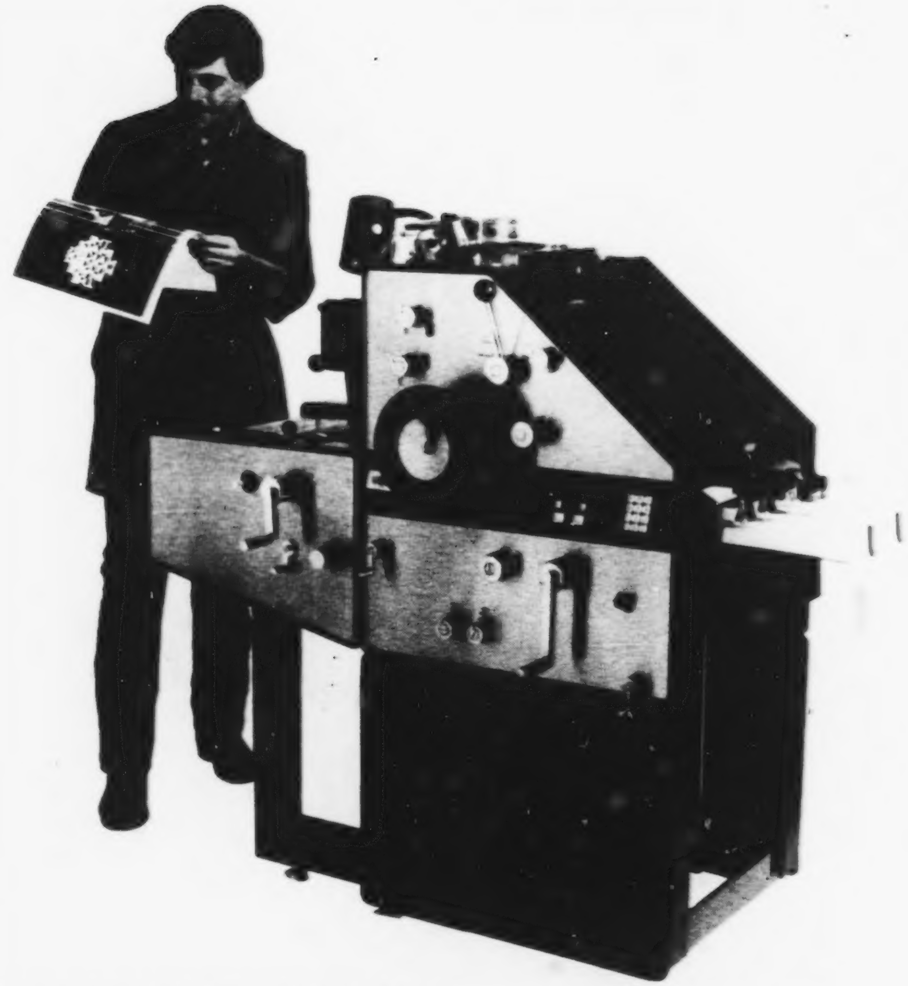
IBM System/36. Courtesy of International Business Machines Corporation.



Wang VS300 Copier. Courtesy of Wang Laboratories, Inc.



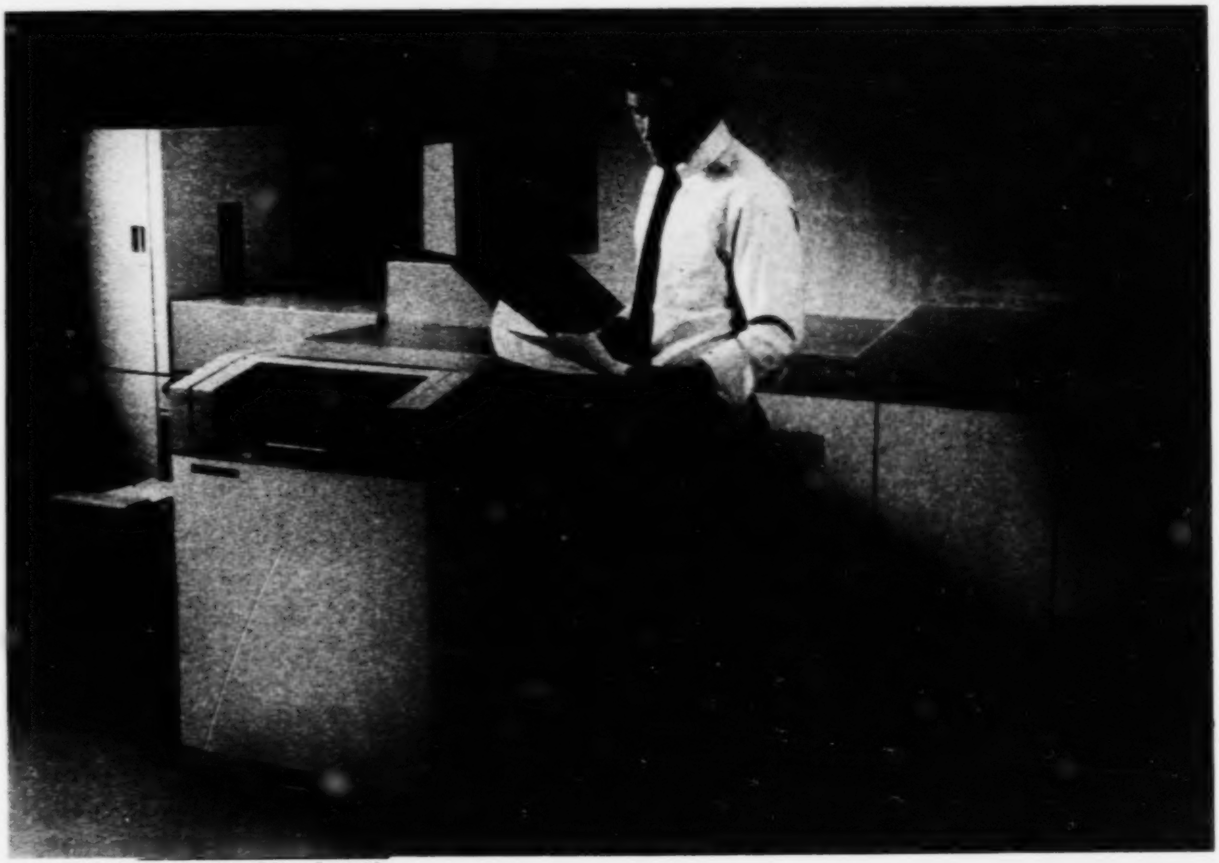
Ektaprinter 225 Copier Duplicator. Courtesy of Eastman Kodak Company.



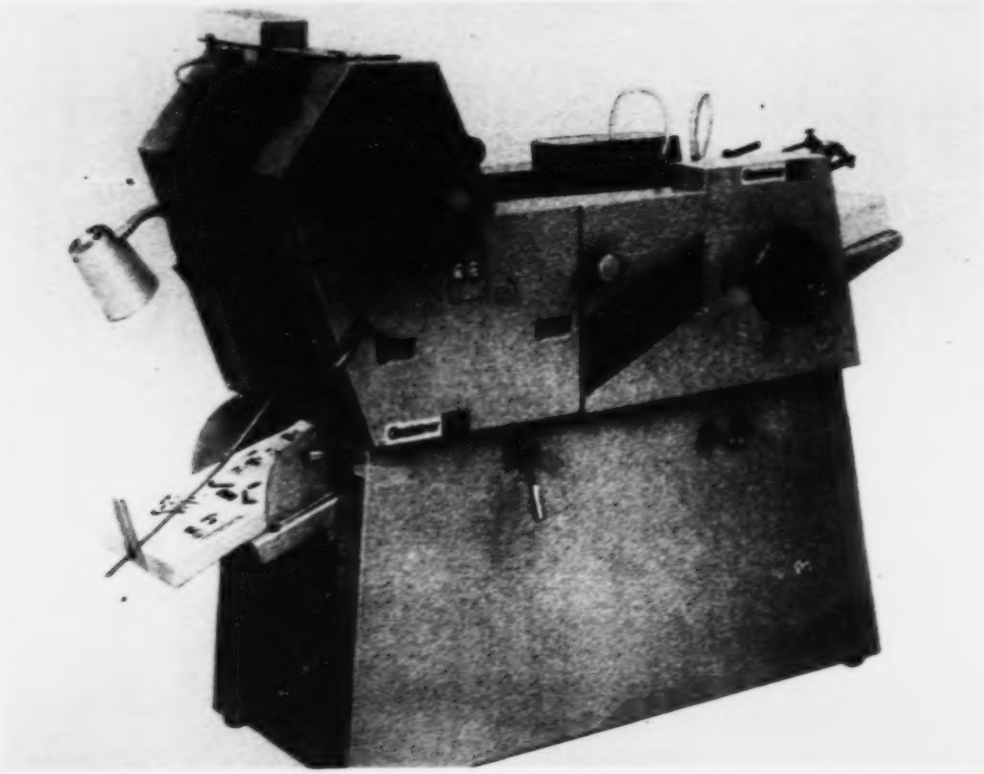
Offset Duplicator Model 9840. Courtesy of A. B. Dick Company.

V. Distribution/Communication Procedures

- A. Internal methods
    - 1. Departmental mail
    - 2. Messenger
    - 3. Personal
- B. External methods
    - 1. U.S. mail
    - 2. Electronic mail
        - a. Data communications
        - b. Communicating word processors



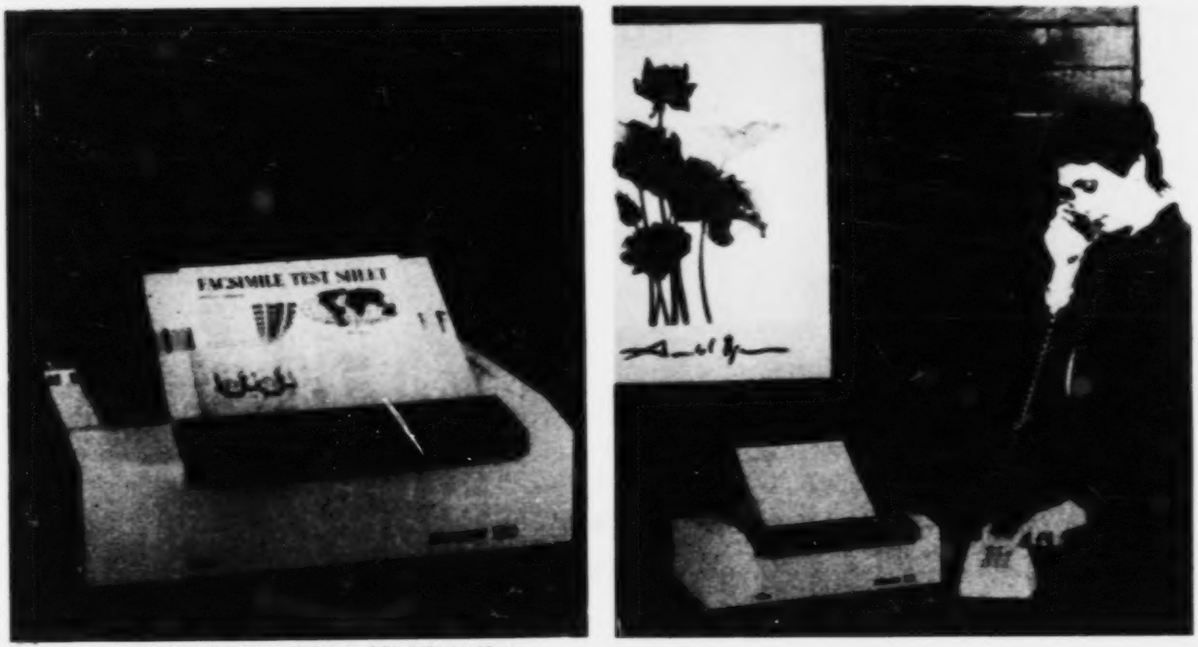
Xerox 9900 Duplicator. Courtesy of Xerox Corporation.



Offset Duplicator Model 212. Courtesy of Gestetner Corporation.

c. Telex or TWX

d. Facsimile


FACSIMILE TEST SHEET
Ricoh

Ricoh Rapicom 120 Mini Fax Facsimile. Courtesy of Ricoh Corporation.

OFFICE PROCEDURES AND EQUIPMENT

ACTIVITY SHEET 1--OFFICE EQUIPMENT COLLAGE

Directions: Design a collage of office equipment on a poster board. You may want to use magazines, manufacturer's catalogs, photographs, etc.

ACTIVITY

FOUR BASIC OFFICE PROCEDURES

INPUT

a person thinking and writing ideas down on paper

↓

PROCESS

a person at a computer, entering material

↓

OUTPUT

a printer printing a final copy

↓

DISTRIBUTION

a letter being mailed

OFFICE PROCEDURES AND EQUIPMENT

UNIT TEST

A. List the four basic office procedures.

1.

2.

3.

4.

B. List the three methods of input.

1.

2.

3.

C. List three forms of output.

1.

2.

3.

D. List three types of output equipment.

1.

2.

3.

E. List two methods of distributing the final product.

1.

2.

UNIT VI

SAFETY

UNIT OBJECTIVE

After completion of this unit, the student should be able to define safety and state general rules. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Match safety terms with their correct definitions
2. Select and identify the correct safety rules to follow
3. Explain proper safety attitudes
4. Explain the steps to take in case of an accident
5. Construct a poster on classroom safety
6. Point out the types of fires according to the material burning
7. Select the correct safety rules associated with fire safety
8. Identify types of burns and the correct treatment of each
9. Apply safety rules

UNIT VI

SAFETY

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your program.

B. Prepare safety posters.

C. Prepare a bulletin board.

II. Objective Sheet

A. Review all objectives and then add or delete to meet local program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--GENERAL SAFETY PROCEDURES

1. Explain the terms and definitions to the students.

2. Discuss with the students safety attitudes.

3. Discuss with the students safety rules.

4. Explain to the students the procedure for keeping an orderly work area.

5. Discuss the importance of proper care of the equipment.

6. Discuss the procedures to take in case of an emergency.

7. Do the following activity sheets:

a. ACTIVITY SHEET 1--SAFETY COLLAGE

b. ACTIVITY SHEET 2--EXPLAINING SAFETY RULES

B. INFORMATION SHEET 2--FIRE SAFETY

1. Arrange for a guest speaker from the fire department to make a presentation about:

a. "Types of Fires"

b. "Types of Fire Extinguishers"

c. "Treatment of Burns"

2. Show the location of first aid materials for burns.

3. Show the location of the fire extinguisher.

4. Do ACTIVITY SHEET 3--FIRE SAFETY

IV. Transparency Masters

(NOTE: Transparency masters are included in the Student Manual and can be used as Information Sheets.)

A. TM-1--AVOID CLOWNING AROUND

B. TM-2--TYPES OF FIRE EXTINGUISHERS

C. TM-3--KNOW YOUR FIRE EXTINGUISHERS

V. Evaluation

A. The Unit Test is divided into two parts.

(NOTE: Each part covers one Information Sheet.)

B. Various approaches may be used in testing.

1. Each part of the test may be given as the student reviews the information on one Information Sheet.

2. Give the entire test upon completion of all the Information Sheets in the unit.

3. Give one or more parts of the test as an additional assignment or to reinforce areas the student did not understand.

C. Add test parts corresponding to any information area or sheets added to the unit.

VI. Answers to the Unit Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, include answer sheets to correspond to questions added to the test.

VII. References

A. Division of Occupational Safety. Occupational Safety and Health Standards. Austin: Texas State Department of Health, n.d.

B. Graphic Arts I: Orientation, Composition and Paste-Up. Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1981.

C. Kigen, Denis J. Teacher Liability in School-Shop Accidents. Ann Arbor, MI: Prakken Publications, Inc., 1983.

UNIT VI

SAFETY

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 2

Information should include the following general knowledge.

1. Hold the electrical plug rather than the cord to plug or unplug machines.
2. Electrical cords with exposed wires
3. Being safety conscious
4. To keep from getting hurt and to protect others
5. Turn off power, administer first aid, report all accidents and injuries, take injured person to the hospital emergency room.
6. Because spilled liquids can cause serious falls if they are on the floor
7. Accident-prone is the feeling or belief that some people are more likely than others to have accidents.

ACTIVITY SHEET 3

1. third
2. second
3. first
4. third
5. Class A--combustible materials
   Class B--flammable materials
   Class C--electrical
6. Evaluated to the satisfaction of the instructor.
7. Evaluated to the satisfaction of the instructor.
8. Evaluated to the satisfaction of the instructor.
9. Foam--Class A and B
   Carbon Dioxide--Class B and C
   Soda Acid--Class A
   Ordinary Dry Chemical--Class B and C
   Multipurpose Dry Chemical--Class A, B, and C
10. cold water
11. cold water and sterile gauze

SAFETY

ANSWERS TO THE UNIT TEST

PART 1

A. 1. f
2. a
3. h
4. b
5. d
6. g
7. e
8. c

B. 1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. T
10. T

PART 2

A. 1. B
2. A
3. C
4. first
5. third
6. second

B. 1. multi-purpose dry chemical
2. ordinary dry chemical
3. foam
4. carbon-dioxide
5. soda acid

C. 1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. T
9. F
10. F

ANSWERS TO TEST

UNIT VI

SAFETY

INFORMATION SHEET 1--GENERAL SAFETY PROCEDURES

I. Terms and Definitions

A. Accident--an unplanned event which could cause an injury

B. Accident-prone--the feeling or belief that some people are more likely than others to have accidents

C. Emergency--a condition that calls for immediate action

D. Hazard--a source of danger

E. Unsafe act--something that is not free from danger

F. Unsafe condition--a situation that could lead to an accident

G. Safety--freedom from danger, risks, or injury

H. Shock--the feeling or effect caused by an electric current passing through the body

II. Safety Attitude

A. A proper attitude is a must.

B. Most accidents are caused by being careless.

C. Everyone must be on guard against accidents at all times.

D. Talking and clowning around should be avoided.

1. This keeps you from being completely alert around office machines.

2. It also makes you more accident-prone.

III. Safety Rules

A. Use tools and equipment only for their purpose.

B. Return all hand tools to their proper place after use.

(NOTE: T-square, rulers, triangles, styli, etc.)

C. Keep areas clean and free of safety hazards.

D. Clean up any spilled liquid immediately from floors, shelves, or tables.

E. Do not sit or lean on tables.

F. Keep all aisles, doorways, and areas around machines and equipment clean and clear of paper, boxes, and cords.

G. Report any unsafe condition immediately.

H. Do not get involved in any horseplay.

I. Remove dangling jewelry when operating equipment.

J. Avoid touching and looking directly at light sources.

K. Keep all filing drawers or desk drawers closed when not in use.

L. Ask the supervisor when you are not sure how to do something.

IV. Keeping a Safe and Orderly Working Place

A. Arrange all equipment to permit safe and efficient operation.

B. Keep materials and supplies safely stacked or stored.

C. Keep all hand tools in proper storage area.

D. Dispose of or store all chemicals in safe containers.

E. Keep all floors clean and free from paper or spills at all times.

F. Clean up daily.

V. Care of Equipment

A. Care of equipment starts by caring for the area around it.

1. The work area must be kept clean and neat.

2. There should be enough space in the work area for correct machine operation.

3. No articles, furniture, or supplies should block the operation of machine parts.

B. Do not try to repair office equipment. When a piece of equipment is not operating properly:

1. Pull plug; turn the machine OFF.

2. Call the service repairperson.

C. Plugging and unplugging electrical equipment

1. Hold the electrical plug rather than the cord to plug or unplug machines.

2. Electrical cords should be checked to see if they are frayed, tangled, or damaged.

3. Electrical outlets must not be overloaded.

D. Turn off equipment when finished.

E. Clean up any equipment used.

VI. Steps to be Taken in Case of an Accident

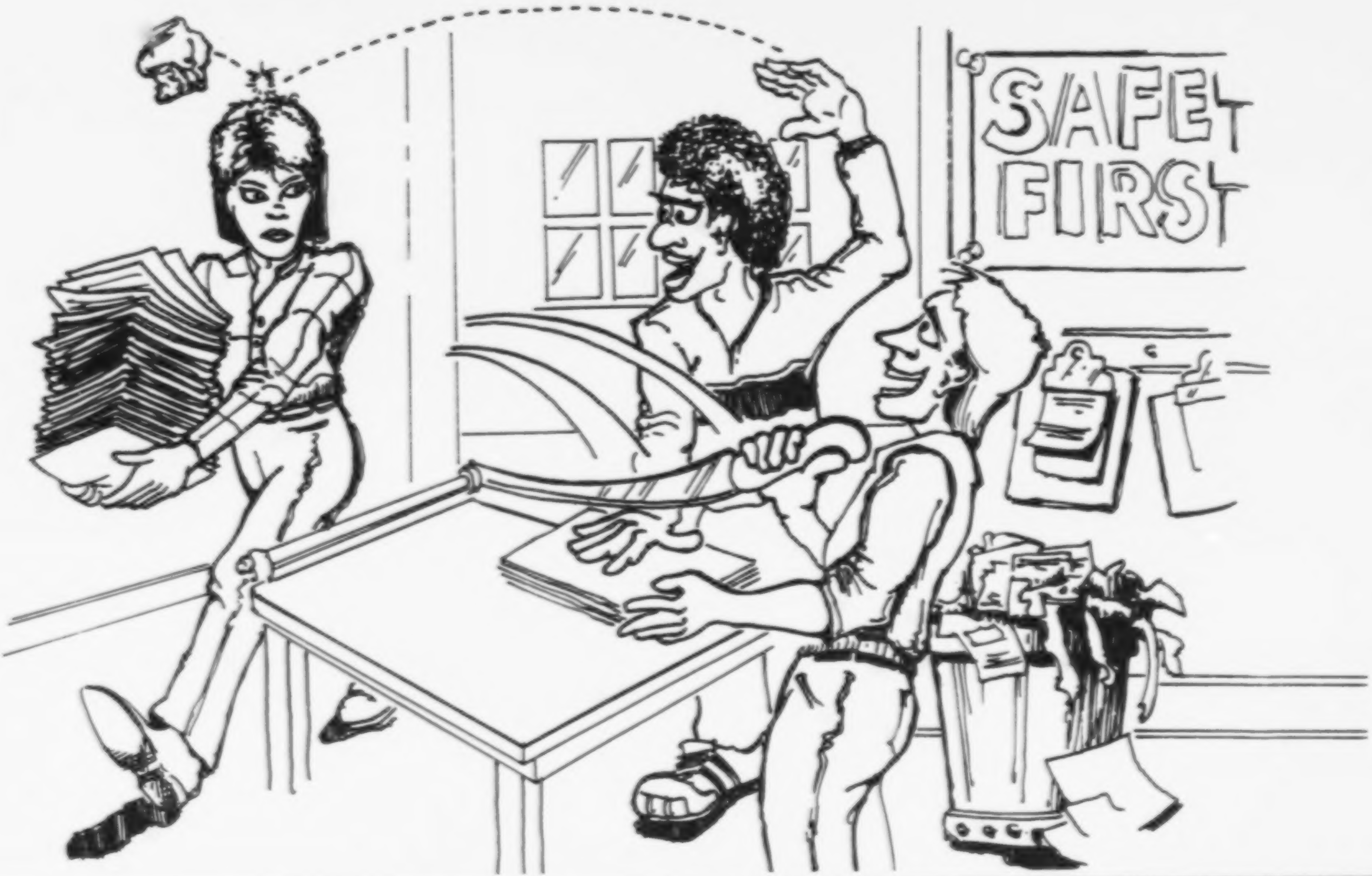
A. Turn OFF power.

B. Administer first aid.

C. Report all accidents and injuries.

D. Take injured person to hospital emergency room.

AVOID CLOWNING AROUND



TM-1

SAFETY

ACTIVITY SHEET 1--SAFETY COLLAGE

Directions: Design a safety collage which demonstrates the safety rules described in the Information Sheets.

SAFETY

ACTIVITY SHEET 2--EXPLAINING SAFETY RULES

Directions: Answer each of the following questions in the space provided.

1. Explain how to plug and unplug electrical equipment.

2. What does frayed or damaged electrical cords mean?

3. How can accidents be prevented?

4. Why should we follow safety rules?

5. List the steps to take in case of an accident.

6. Why should you clean spilled liquids from the floor?

7. What does accident-prone mean and how can you avoid being accident-prone?

SAFETY

INFORMATION SHEET 2--FIRE SAFETY

I. General Rules

   A. Practice fire prevention.

   B. Find out what material is burning when a fire starts.

   C. Report a fire quickly.

   D. Know how to use a fire extinguisher.

   (WARNING: DO NOT play with firefighting equipment because it may not work when you need it.)

   E. Know the types of extinguishers.

   (WARNING: Using the wrong type of extinguisher on a fire is dangerous.)

   F. Know the location of the fire alarm or notify the office.

   G. Know how to treat burns.

   H. Keep a clean work area with flammables stored properly.

   I. Know the correct way to leave a building in case of fire.

   (NOTE: If there is not a plan on how to leave the building in case of fire posted by the door, ask your supervisor for instructions.)

II. Types of Fires

   A. Class A--ordinary combustibles such as wood, paper, or cloth

   B. Class B--flammable liquids or grease such as gasoline, paints, or oils

   C. Class C--electrical equipment such as motors and switches

III. Types of Fire Extinguishers and Their Characteristics

   A. Multi-purpose dry chemical

      1. Selected dry chemicals under pressure

      2. Can be used safely on all classes of fires

   B. Ordinary dry chemical

      1. Selected dry chemicals under pressure

      2. Used only for class B and class C fires

C. Foam

1. A solution of aluminum sulfate
2. Used for class A and class B fires

D. Carbon dioxide

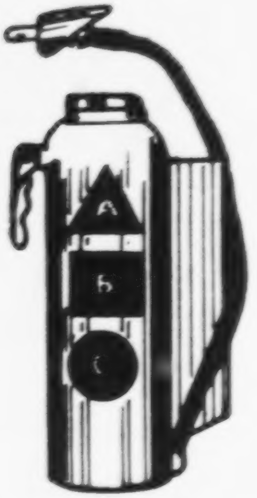
1. Carbon dioxide gas under pressure
2. Used for class B and class C fires

E. Soda acid

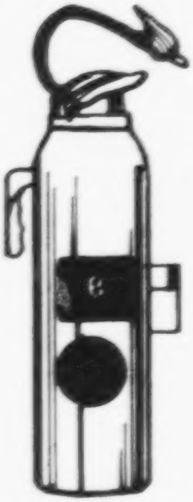
1. Bicarbonate of soda and sulphuric acid
2. Can be safely used only on class A fires

IV. Types of burns	Appearance of skin	Treatment
A. First degree	Reddened skin	Apply cold water
B. Second degree	Blistered skin	Apply cold water and sterile gauze
C. Third degree	Charred or seared skin	Get immediate medical help

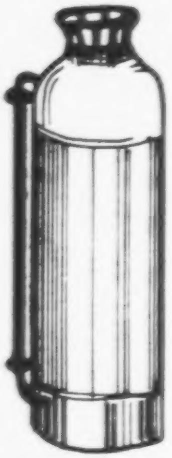
TYPES OF FIRE EXTINGUISHERS



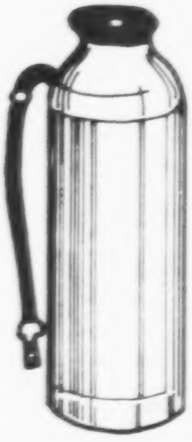
MULTI-PURPOSE DRY CHEMICAL



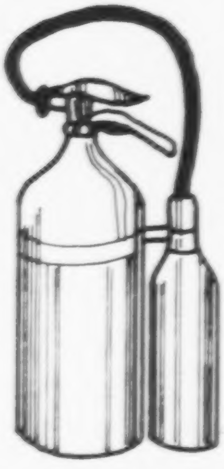
ORDINARY DRY CHEMICAL



SODA ACID

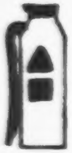
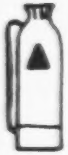
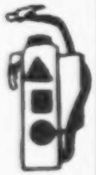
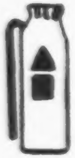
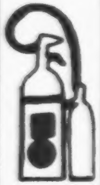
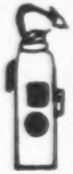
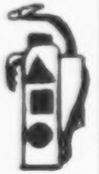
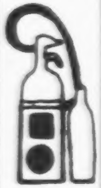
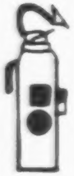
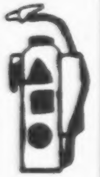


FOAM

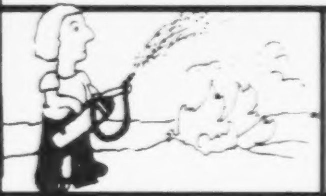
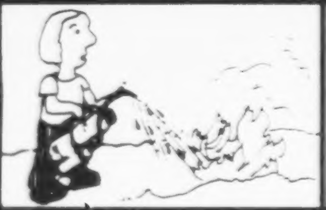
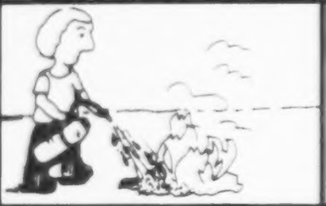
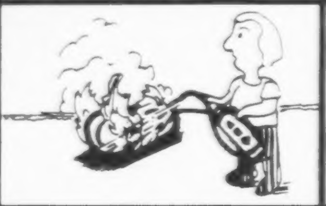
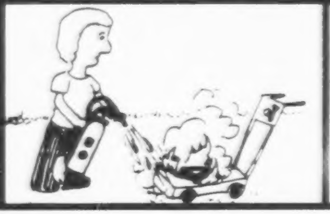


CARBON DIOXIDE

KNOW YOUR FIRE EXTINGUISHER

DECIDE THE CLASS OF FIRE YOU ARE FIGHTING	TYPE OF EXTINGUISHER				
	FOAM	CARBON DIOXIDE	SODA ACID	ORDINARY DRY CHEMICAL	MULTI-PURPOSE DRY CHEMICAL
A WOOD PAPER CLOTH ETC.					
B GASOLINE PAINTS OILS					
C MOTORS SWITCHES					

HOW TO OPERATE

	**FOAM:** Don't spray the stream into the Burning Liquid. Allow Foam to Fall Lightly on Fire.
	**CARBON DIOXIDE:** Direct Discharge as Close to Fire as Possible. First at Edge of Flames and Gradually Forward and Up.
	**SODA-ACID:** Direct Stream at Base of Flames.
	**MULTI-PURPOSE DRY CHEMICAL:** Direct at Base of flames. In the Case of Class A Fires, Follow Up by Directing the Dry Chemicals at Remaining Flames.
	**ORDINARY DRY CHEMICAL:** Direct at Base of Flames.

SAFETY

ACTIVITY SHEET 3--FIRE SAFETY

1. Seared or charred skin is considered a __________ degree burn.
2. If skin is blistered, it is considered a __________ degree burn.
3. If skin is reddened only, it is a __________ degree burn.
4. What degree burns should receive immediate medical treatment?
5. Describe the three types of fires.
6. Where is the fire extinguisher closest to your room?
7. What type of fire extinguisher is the extinguisher closest to your room?
8. On what types of fires can you use with the extinguisher closest to your room?
9. List the five types of fire extinguishers and tell on what types of fires the extinguishers can be used.
10. What type of treatment should be used on a first degree burn?
11. What type of treatment should be used on a second degree burn?

UNIT VI

SAFETY

UNIT TEST--PART 1

A. Match the safety terms to their definitions by placing the correct letter in the blanks at the left.

_____ 1. Accident

_____ 2. Accident-prone

_____ 3. Emergency

_____ 4. Hazard

_____ 5. Unsafe act

_____ 6. Unsafe condition

_____ 7. Safety

_____ 8. Shock

a. the feeling or belief that some people are more likely than others to have accidents

b. a source of danger

c. the feeling or effect caused by an electric current passing through the body

d. something that is not free from danger

e. freedom from danger, risks, or injury

f. an unplanned event which could cause an injury

g. a situation that could lead to an accident

h. a condition that calls for immediate action

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. Most accidents are caused by being careful.

_____ 2. "Clowning around" makes you more accident-prone.

_____ 3. Hand tools should be properly stored.

_____ 4. Spilled liquid should be spread evenly on the floor.

_____ 5. Do not sit or lean on tables.

_____ 6. To unplug electrical equipment, pull the cord.

_____ 7. Do not overload electrical outlets.

_____ 8. Keep all filing drawers or desk drawers opened when not in use.

_____ 9. Check electrical cords for frayed, tangled, or damaged cords.

_____ 10. Do not get involved in any horseplay.

UNIT VI

SAFETY

UNIT TEST--PART 2

A. Fill in the blanks with the correct response.

1. Flammable liquids or grease such as gasoline is a class __________ fire.
2. Ordinary combustibles such as wood is a class __________ fire.
3. Electrical equipment such as motors is a class __________ fire.
4. Reddened skin is a __________ degree burn.
5. Charred or seared skin is a __________ degree burn.
6. Blistered skin is a __________ degree burn.

B. List the five types of fire extinguishers.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. Select the correct rules associated with fire safety by placing a T for True or an F for False in the blanks at the left.

_____ 1. Know how to leave a building during a fire.

_____ 2. Only doctors need to know how to treat burns.

_____ 3. Give a fire the chance to go out on its own before reporting it.

_____ 4. You should practice fire prevention.

_____ 5. To know what type materials are burning in a fire is not important to the person putting out the fire.

_____ 6. Know how to use a fire extinguisher.

_____ 7. Keep a clean work area with flammables stored properly.

_____ 8. A multi-purpose dry chemical fire extinguisher can be used safely on all classes of fire.

_____ 9. An ordinary dry chemical fire extinguisher can be used only for class A and class B fires.

_____10. A foam fire extinguisher can be used for class B and class C fires.

UNIT VII

JOB SUCCESS

UNIT OBJECTIVE

After completing this unit of instruction, the student should be able to identify how to apply for a job. Also, the student will be able to identify important factors in job success, time management, and explain the difference between a positive attitude versus a negative attitude.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Complete an application form
2. Write a follow up letter
3. Identify what employees may expect from employers
4. Identify what employers expect from employees
5. Identify ways to start and keep a job
6. List reasons why people lose their job
7. Match terms and definitions related to time management
8. List time management skills
9. List and define three types of goals
10. Identify true time management statements

UNIT VII

JOB SUCCESS

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

   A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your program.

   B. Design a bulletin board on job success.

   C. Arrange for a guest speaker to discuss job success.

II. Objective Sheet

   A. Review all objectives and then add or delete to meet your own program needs.

   B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

   A. INFORMATION SHEET 1--GETTING A JOB

      1. Discuss with the student how to select possible employers.

      2. Discuss how to prepare and interview for a job.

      3. Discuss the importance of a follow-up letter.

      4. Discuss how to complete an application blank.

      5. Do the following Activity Sheets:

         a. ACTIVITY SHEET 1--APPLICATION FORM

         b. ACTIVITY SHEET 2--FOLLOW-UP LETTER

   B. INFORMATION SHEET 2--EMPLOYER AND EMPLOYEE EXPECTATIONS

      1. Discuss the terms and definitions.

      2. Discuss employee and employer expectations.

      3. Do the following Activity Sheets:

         a. ACTIVITY SHEET 3--TERMS AND DEFINITIONS

         B. ACTIVITY SHEET 4--JOB EXPECTATIONS

C. INFORMATION SHEET 3--ON THE JOB

1. Discuss steps to follow in starting and maintaining a job.

2. Discuss reasons people lose their jobs.

3. Do the following Activity Sheets:

   a. ACTIVITY SHEET 5--ON THE JOB

   B. ACTIVITY SHEET 6--THE FIRST WEEK AND AFTER ONE MONTH ON THE JOB

D. INFORMATION SHEET 4--TIME MANAGEMENT ON THE JOB

1. Discuss the terms and definitions.

2. Discuss efficiency on the job.

3. Discuss time management.

4. Discuss setting goals and planning.

5. Discuss time management skills.

6. Do the following Activity Sheets:

   a. ACTIVITY SHEET 7--WORD FIND

   b. ACTIVITY SHEET 8--GOALS

IV. Transparency Masters

(NOTE: Transparency masters are included in the students' manuals and can be used as Information Sheets.)

A. TM-1--FOLLOW-UP LETTER

B. TM-2--EMPLOYEES EXPECT TO BE TREATED FAIRLY

C. TM-3--EMPLOYERS EXPECT THEIR WORKERS TO NOTIFY THEM IF THEY WILL NOT BE AT WORK

D. TM-4--STEPS IN STARTING A NEW JOB

E. TM-5--GOALS

V. Evaluation

A. The Unit Test is divided into four parts.

(NOTE: Each part covers the corresponding Information Sheet.)

B. Various approaches may be used in testing.

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for students.)

1. Give each part of the test after completion of each Information Sheet and Activity Sheets.
2. Use the test as an assignment for the students.
3. Some students may respond better to an oral test with the instructor.
4. You should add evaluation questions for any material added to the unit.

VI. Answers to the Activity Sheets and Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Kimball, Grady. Activities for Succeeding in the World of Work. Bloomington, IL: McKnight Co., 1975.

B. Kimball, Grady. Individualized Related Instruction for Entering the World of Work. Bloomington, IL: McKnight Co., 1975.

C. Kimball, Grady. World of Work. Bloomington, IL: McKnight Co., 1975.

D. Mason, Louis. Human Relations at the Office. Portland, ME: Walch Publishers, 1973.

E. Russon, Allien. Personality Development for Business. Dallas, TX: Southwestern Publishing Co., 1973.

JOB SUCCESS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

1. loyalty
2. ethical behavior
3. benefits
4. evaluation
5. benefits
6. loyalty
7. evaluation
8. ethical behavior

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5

1. negative attitude
2. doesn't finish his work on time
   late to work and is unwilling to find a way to get to work on time
   poor attitude - complains a lot
3. Evaluated to the satisfaction of the instructor.
4. no
5. Pat could have noted the areas where he needed to improve and worked on these areas, such as being on time to work, getting his work done on time, and complaining less.
6. Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 6

A. Any five of the following:

   1. Be on time.
   2. Find someone willing to answer your questions.
   3. Meet your co-workers and supervisors; be friendly, but don't spend too much time visiting.
   4. Find out exactly what is expected of you on the job.
   5. Follow instructions.
   6. Report your mistakes to your supervisor. Learn from your mistakes so that you will not make them again.
   7. Think for yourself. Take a sincere interest in your work.
   8. Keep your work area neat and clean.

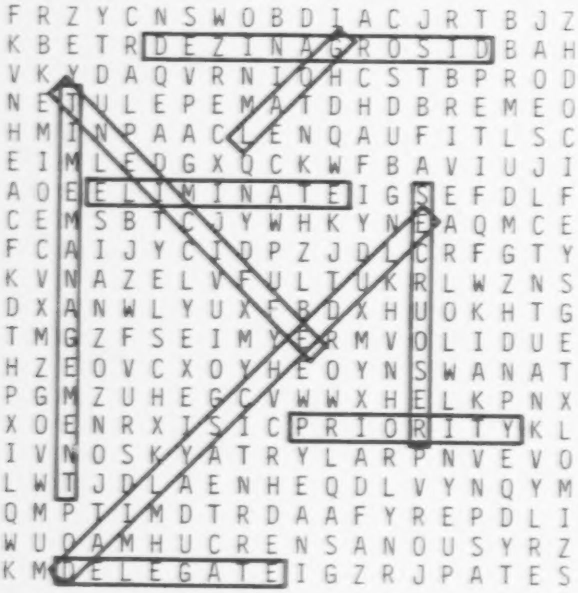
B. Any five of the following:

   1. Continue to be on time.
   2. Evaluate your own work performance.
   3. Evaluate your office friendships.
   4. Ask your supervisor if you are meeting his/her expectations.

5. Be willing to help others with their work, but only after you have completed all tasks assigned to you.
6. Be courteous.
7. Respect the know-how and judgment of those around you, especially those who have more experience.
8. Do your work in a competent and efficient manner.
9. Show initiative on the job.

ACTIVITY SHEET 7

1. daily schedule
2. efficient
3. resources
4. disorganized
5. delegate
6. priority
7. time management
8. goal
9. eliminate



F	R	Z	Y	C	N	S	W	O	B	D	I	A	C	J	R	T	B	J	Z
K	B	E	T	R	D	E	Z	I	N	A	G	R	O	S	I	D	B	A	H
V	K	Y	D	A	Q	V	R	N	I	O	H	C	S	T	B	P	R	O	D
N	E	T	U	L	E	P	E	M	A	T	D	H	D	B	R	E	M	E	O
H	M	I	N	P	A	A	C	L	E	N	Q	A	U	F	I	T	L	S	C
E	I	M	L	E	D	G	X	Q	C	K	W	F	B	A	V	I	U	J	I
A	O	E	E	L	I	M	I	N	A	T	E	I	G	S	E	F	D	L	F
C	E	M	S	B	T	C	J	Y	W	H	K	Y	N	E	A	Q	M	C	E
F	C	A	I	J	Y	C	I	D	P	Z	J	D	L	C	R	F	G	T	Y
K	V	N	A	Z	E	L	V	F	U	L	T	U	K	R	L	W	Z	N	S
D	X	A	N	W	L	Y	U	X	F	B	D	X	H	U	O	K	H	T	G
T	M	G	Z	F	S	E	I	M	Y	E	R	M	V	O	L	I	D	U	E
H	Z	E	O	V	C	X	O	Y	H	E	O	Y	N	S	W	A	N	A	T
P	G	M	Z	U	H	E	G	C	V	W	W	X	H	E	L	K	P	N	X
X	O	E	N	R	X	I	S	I	C	P	R	I	O	R	I	T	Y	K	L
I	V	N	O	S	K	Y	A	T	R	Y	L	A	R	P	N	V	E	V	O
L	W	T	J	D	L	A	E	N	H	E	Q	D	L	V	Y	N	Q	Y	M
Q	M	P	T	I	M	D	T	R	D	A	A	F	Y	R	E	P	D	L	I
W	U	O	A	M	H	U	C	R	E	N	S	A	N	O	U	S	Y	R	Z
K	M	D	E	L	E	G	A	T	E	I	G	Z	R	J	P	A	T	E	S

ACTIVITY SHEET 8

Evaluated to the satisfaction of the instructor.

JOB SUCCESS

ANSWERS TO UNIT TEST

PART 1

A.

1.	T	6.	F
2.	F	7.	T
3.	T	8.	T
4.	F	9.	T
5.	T	10.	T

B.

1.	c
2.	c
3.	d
4.	e
5.	d

PART 2

A.

1.	b
2.	d
3.	c
4.	a

B.

1.	T
2.	F
3.	T
4.	T
5.	T

C.

1.	a	6.	a	11.	b
2.	b	7.	a	12.	b
3.	b	8.	b	13.	a
4.	a	9.	a	14.	b
5.	b	10.	b	15.	a

PART 3

A.

1.	a
2.	b
3.	b
4.	a
5.	b
6.	a
7.	a
8.	b
9.	a
10.	b

B. Any five of the following:

1. Showing poor attitude
2. Coming to work late or leaving early
3. Being dishonest by taking company supplies or equipment
4. Missing too many days from work
5. Not following company rules
6. Having creditors call the office for unpaid debts
7. Making too many personal phone calls during work hours
8. Not being able to get along with fellow employees
9. Not doing a fair share of work
10. Not following orders accurately
11. Not producing quality work
12. Not using time efficiently to complete daily tasks

PART 4

A.

1.	d
2.	h
3.	b
4.	e
5.	g
6.	i
7.	c
8.	f
9.	a

B. Any four of the following:

1. Write "to do" lists.
2. Schedule tasks for short-, medium-, and long-term goals into your daily schedule.
3. When possible, finish one job at a time.
4. Decide on a completion date for all assignments. Mark a calendar with these dates.
5. Eliminate unnecessary tasks.
6. Be aware of and cut down on time wasters.
7. Set aside time for daily planning. Reserve at least 15 minutes a day to prepare your schedule for the next day.

ANSWERS TO TEST

C. 1. Short term goals--something you can do today or in a few days.

2. Medium term goals--something you do in less than a year.

3. Long term goals--something that will take longer than one year to complete.

D. 1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. T
9. F

JOB SUCCESS

INFORMATION SHEET 1--GETTING A JOB

I. Selecting Possible Employers or Companies

- A. Know the type of employment you desire.
- B. Be aware of the kind and level of position for which you are qualified.
- C. Prepare a list of possible employers or companies.
  1. Include the following information:
     - a. Names
     - b. Addresses
     - c. Telephone numbers
  2. Organize the list by rating your choice for employment.

II. Preparing for the Interview

- A. Schedule an appointment, remembering to:
  1. Identify yourself to the person who answers the telephone
  2. State the purpose of the call
  3. Request an appointment time at the convenience of the employer
- B. Prepare a list of:
  1. Things to do before the interview
  2. Items to take with you on the interview, such as:
     - a. Your resume
     - b. Letters of recommendation
     - c. A pen or pencil
     - d. Six references, addresses, and phone numbers
- C. Plan your wardrobe
  1. Dress conservatively.
  2. Be neat and clean.
  3. Avoid extremes in hair styles, clothing, jewelry, or makeup.

D. Gather information

1. Find out about the company with whom you are interviewing.

    a. Write to the company for literature on the history and organization of the company.

    b. Talk to employees of the company.

2. Know yourself.

    a. Know why you want the job.

    b. Know important facts and data about yourself.

    c. Prepare a list of questions you want to ask.

III. Application Forms and Employment Tests

A. Application forms--Before the interview you may be required to fill out an application for. Remember these suggestions:

1. Read through the form before you begin to record any information.

2. Use a typewriter or a pen to complete the form.

3. Fill in every blank on the form.

4. Place the letters NA (not applicable) in the space if a statement does not apply to you.

5. Use you resume to help you in filling out the form.

B. Employment tests--As a part of the application process, you may be asked to take an employment test.

1. Purpose of tests:

    a. Enables you to demonstrate the skills you possess

    b. Allows the employer to observe how you perform under pressure

2. Types of employment tests

    a. A timed typing test of a least five minutes

    b. Others that may be required

        (1) Use a calculator

        (2) Produce mailable letters

        (3) Prepare typewritten tables

        (4) Proofread

        (5) Take an English usage test

IV. Job Interview

A. General guidelines

1. Go to the interview alone. (Leave friends or relatives at home.)

2. Be on time.

3. Pay special attention to your appearance.

B. Specific guidelines

1. Introduce yourself and state the purpose of the appointment.

    a. If an offer to shake hands is made, firmly shake the interviewer's hand.

    b. Remain standing until you are offered a chair.

2. Allow the interviewer to conduct the interview.

3. Speak in a clear and pleasant voice.

4. Look the interviewer in the eyes when talking or listening.

5. Be confident and relaxed.

    a. Place your hands on your lap or on the arms of your chair.

    b. Avoid nervous habits, such as chewing gum, smoking, "playing" with objects, etc.

6. Be truthful and to the point when answering questions.

7. Know what questions you want to ask about the company or about the job, such as:

    a. Duties to be performed

    b. Company policies

    c. Other work-related subjects

8. Let the interviewer close the interview.

V. Follow-up letter

A. Purpose

1. To thank the employer for the opportunity to interview

2. To reaffirm interest in the position

3. To inform the employer of your decision

B. Content of letter

1. Brief and to the point
2. Paragraph one
    a. Express appreciation for being given the opportunity to interview.
    b. Include the position for which you applied and the date on which you interviewed.
3. Paragraph two
    a. Restate your interest in the position.
    b. Mention something positive about your visit or some unique qualifications that would make you the best person for the job.
4. Final paragraph
    a. Tell the interviewer that you are looking forward to a decision from the company.
    b. Restate the address and phone number at which you can be reached.

FOLLOW-UP LETTER

815 N. Winnetka
Dallas, TX 75214
July 2, 19--

Ms. Mary Anderson, Manager
Clive and Clive Lumber Co.
3605 Davis Road
Dallas, TX 75217

Dear Ms. Anderson:

Thank you for the opportunity to discuss with you on May 1 my qualifications for the file clerk position with your company. I was impressed with the benefits and opportunities offered by your company.

I am interested in the job and feel that my educational background and experience would help me in fulfilling the required duties.

If you need additional information, you may reach me at 214/386-7214.

Sincerely,

Jan Williams

JOB SUCCESS

ACTIVITY SHEET 1--APPLICATION FORM

Directions: Complete the application form provided.

JOB SUCCESS

ACTIVITY SHEET 2--FOLLOW-UP LETTER

Directions: Prepare a follow-up letter, addressing it to a fictitious company. Assume that you have not been offered the job, but indicate you are interested in working for the company.

UNIT VII

JOB SUCCESS

INFORMATION SHEET 2--EMPLOYER AND EMPLOYEE EXPECTATIONS

I. Terms and Definitions

- A. Benefits--"extras" a company gives its employees, such as holidays, vacation time, medical insurance, etc.; benefits are an accepted part of an employee's pay
- B. Ethical behavior--acting in a way that is right according to some system of morals
- C. Evaluation--rating of an employee's job performance, whether it is good or bad
- D. Loyalty--being true to someone or something

II. What Employees Expect of Employers

- A. To be paid regularly for work
- B. Safe working conditions
- C. Fair treatment--policies and rules should apply equally to all employees
- D. Evaluation of work
- E. Benefits--vacation time, sick leave, insurance
- F. Recognition of a job well done
- G. Training and instructions

III. What Employers Expect of Employees

- A. Cooperation
- B. Loyalty
- C. Initiative
- D. Willingness to learn
- E. Ability and willingness to follow directions
- F. Dependability
    1. Punctual
    2. Rarely absent
- G. Enthusiasm

H. Ability to accept criticism and learn from it

I. Performance--doing a good job

J. Respectfulness of the rules and policies of the company

K. Honest and ethical behavior on the job

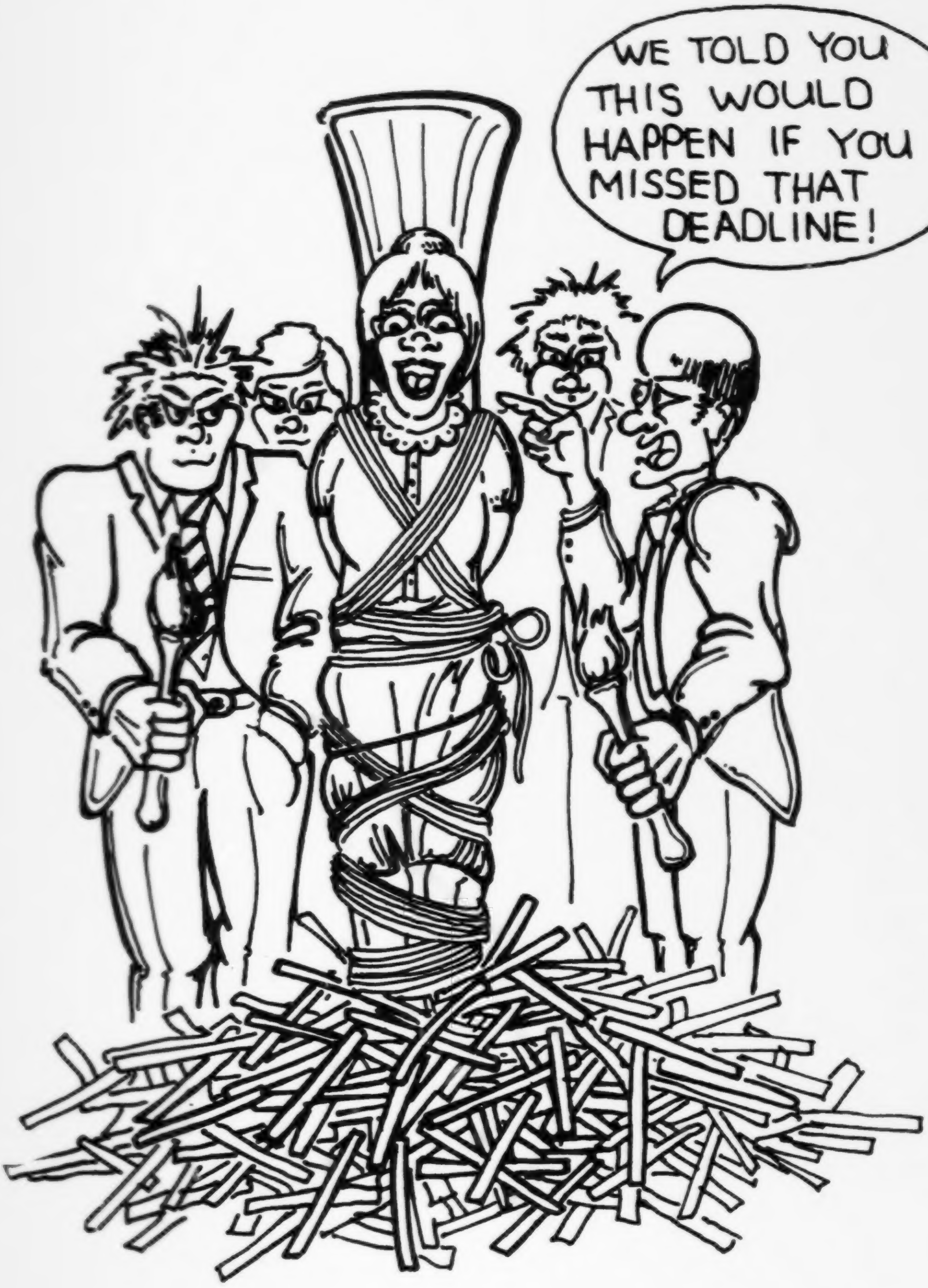
  1. Provide an accurate account of how time is spent on job

  2. Use company equipment properly

  3. Perform required duties even when the employer is not present

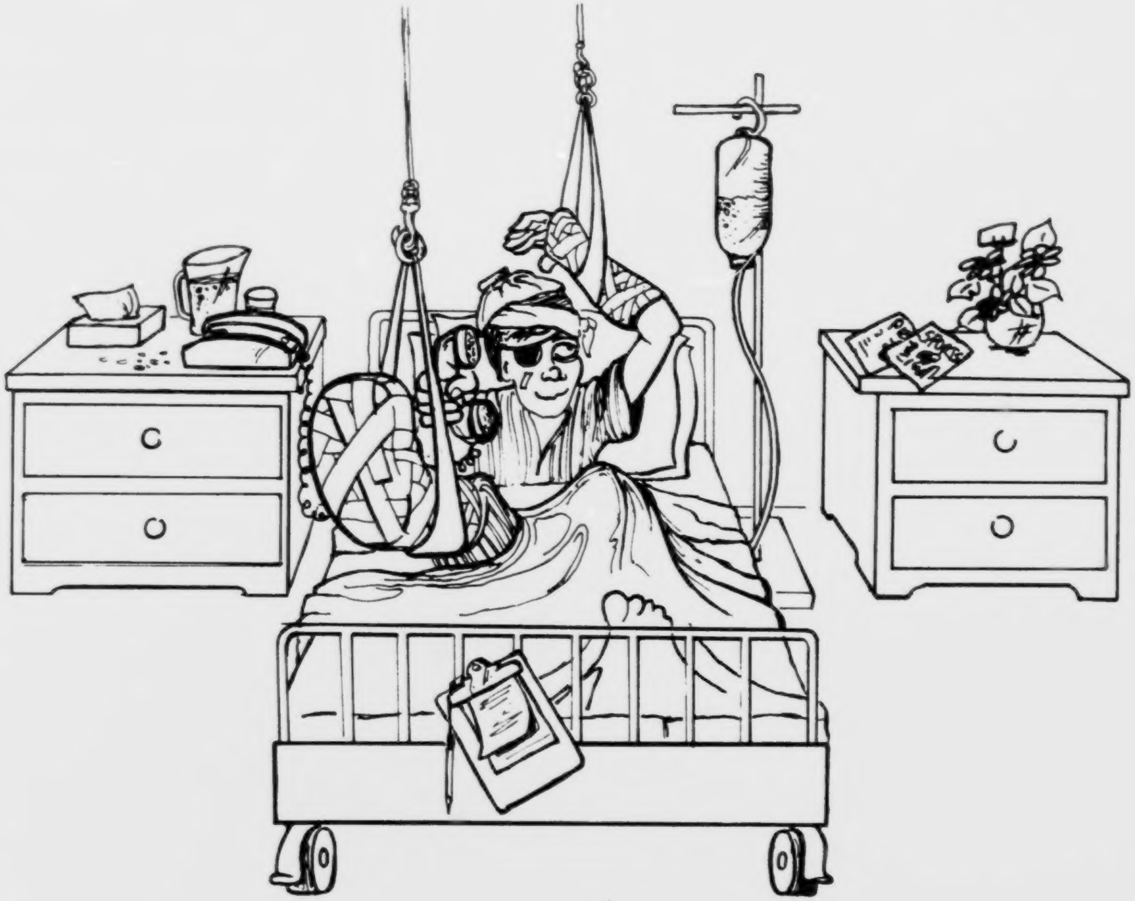
  4. Do not steal from the company--even small things such as pencils, pads of paper, pens, etc.

EMPLOYEES EXPECT TO BE TREATED FAIRLY


WE TOLD YOU THIS WOULD HAPPEN IF YOU MISSED THAT DEADLINE!

TM-2

EMPLOYERS EXPECT THEIR WORKERS TO NOTIFY THEM IF THEY WILL NOT BE AT WORK



TM-3

JOB SUCCESS

ACTIVITY SHEET 3--TERMS AND DEFINITIONS

Directions: Unscramble the letters and write the correctly spelled terms in the blanks.

1. alytyol ______________________________

2. chtiela hoirbvae ___________________________

3. nftesieb ___________________________

4. uaeinvolat _____________________________

Write the term in the blank that correctly completes the following sentences.

5. "Extras" given by the company, such as holidays, vacation time, medical insurance, etc. are called ___________________________.

6. Being true to someone or something is known as ___________ __________.

7. Rating an employee's job performance,whether it is good or bad is called ___________________________.

8. Behaving in a way that is right according to some system of morals is known as _____________ _____________.

JOB SUCCESS

ACTIVITY SHEET 4--JOB EXPECTATIONS

Directions: Read Sections A and B and answer the questions in each section. Discuss your answers in class.

A. You have just started your first job. You work after school and weekends as a cashier at the neighborhood grocery store about twenty hours a week. You have never used a cash register before, but your new boss said that she would teach you how to operate one. Never having worked before, you are a little nervous about what your new employer will expect of you.

1. What, most likely, are your new employer's expectations of you?

2. Consider these expectations carefully. How best can you meet these expectations?

3. What are your expectations on your first job?

B. You have graduated from high school and have found a job in your career area. You have accepted a job as an entry-level clerk-typist with a large firm. You hope there will be opportunities for advancement here.

1. What are your employer's expectations of you?

2. Do any of these expectations differ from those in Section A? If so, why?

3. What are your expectations on this job?

4. Do your expectations differ from those in Section A? If so, why?

JOB SUCCESS

INFORMATION SHEET 3--ON THE JOB

I. The First Week

   A. Be on time; don't start out with a bad impression.

   B. Find someone willing to answer your questions.

   C. Meet your co-workers and supervisor; be friendly, but don't spend too much time visiting.

   D. Find out exactly what is expected of you on the job.

   E. Follow instructions. Ask questions if you do not understand what is expected of you.

   F. Report your mistakes to you supervisor. Learn from your mistakes so that you will not make them again.

   G. Think for yourself. Take a sincere interest in your work.

   H. Keep your work area neat and clean.

II. After the First Month

   A. Continue to be on time.

   B. Evaluate your own work performance. Where do you need to improve?

   C. Evaluate your office friendships.

      1. Be friendly and cheerful.

      2. Don't isolate yourself.

      3. Do not gossip or repeat anything that might hurt someone.

   D. Ask your supervisor if you are meeting his/her expectations.

   E. Ask for training or instruction in areas where you find your skills are lacking.

   F. Be willing to help others with their work, but only after you have completed all tasks assigned to you.

   G. Be courteous; treat others as you would like to be treated.

   H. Respect the know-how and judgment of those around you, especially those who have more experience.

   I. Do your work in a competent and efficient manner.

J. Show initiative on the job.

III. Why People Lose Their Jobs

A. Showing a poor attitude

B. Coming to work late or leaving early

C. Being dishonest by taking company supplies or equipment

D. Missing too many days from work

E. Not following company rules

F. Having creditors call the office for unpaid debts

G. Making too many personal phone calls during work hours

H. Not being able to get along with fellow employees

I. Not doing a fair share of work

J. Not following orders accurately

K. Not producing quality work

L. Not using time efficiently to complete daily tasks

STEPS IN STARTING A NEW JOB

1. Be on time.
2. Always look your best.
3. Don't be too familiar.
4. Be courteous.
5. Respect the know-how of others.
6. Do not gossip.
7. Avoid out-of-place humor.
8. Be friendly.
9. Learn the rules.
10. Be willing.

JOB SUCCESS

ACTIVITY SHEET 5--ON THE JOB

Directions: Read the paragraph and then answer the following questions.

Pat started working at Juniper Electronics as a word processing operator one month ago. While he appeared to be proficient on the word processing equipment, he has had difficulty completing his work assignments on time. He was often late for work this first month. Pat complained that his car pool was never on time and that it wasn't his fault. He stated that there was nothing he could do about it when his supervisor, Ms. Garcia, discussed his habitual lateness with him. Pat's one month evaluation was poor, and Pat felt that it was unfair. He complained that his supervisor is "after him."

1. Does Pat have a positive or negative attitude toward his job?

   ____

2. List three reasons why Pat's one-month evaluation was poor.

   1.

   2.

   3.

3. Do you think Pat's evaluation was fair? Is his supervisor "after him"?

4. Did Pat use his evaluation to help him learn and improve on the job?

5. How else could he have reacted to the evaluation?

6. Do you think Pat will make it on this job or be fired? Why?

JOB SUCCESS

ACTIVITY SHEET 6--THE FIRST WEEK AND AFTER ONE MONTH ON THE JOB

Directions: Read and reply to the following situations.

A. John just started work last week at Cook's Lumber Company as an accounting clerk. He is anxious to make a good impression and do his job well. List five things he could do his first week on the job to help him toward his goals of making a good impression and doing his job well.

1.

2.

3.

4.

5.

B. Corey has been at The Dress Boutique for one month now. She loves her work and hopes to get a good six-month evaluation from her supervisor. List five things she should do to help her get a good evaluation.

1.

2.

3.

4.

5.

JOB SUCCESS

INFORMATION SHEET 4--TIME MANAGEMENT ON THE JOB

I. Terms and Definitions

A. Daily schedule--your plan for the day

B. Delegate--giving the task to another person to do

C. Disorganized--confused and disordered

D. Efficient--doing your job or task well without wasting time, effort, or materials

E. Eliminate--to get rid of; to take out or remove

F. Goal--an aim or purpose that you try to reach

G. Priority--something thought of as being more important than something else

H. Resources--anything you need to use (Example: information, people, books, etc.) to help you solve a problem

I. Time management--handling your time in an efficient way

II. To Be Efficient On the Job

A. To be more efficient on the job, you need to use time-management skills.

B. Time-management skills can be learned.

C. You can develop your own time management plan.

III. How You Spend Your Time

A. Before you can develop your own time-management plan, you must first discover how you now spend your time.

B. Keep track of the different tasks you do and how much time you spend on each task.

1. Keep track for one week.

2. Be sure to include all the tasks you do on your job.

3. Also include any time spent visiting, coffee breaks, personal telephone calls, etc.

C. Identify your time wasters

1. Time waster--any activity that takes longer than it should or any tasks that shouldn't be done on the job

2. Time wasters can be obvious or difficult to see

a. Obvious time wasters

(1) Personal telephone calls at work

(2) Long coffee breaks

(3) "Visiting" during working hours

b. Not so obvious time wasters

(1) Writing three memos when one would have been enough

(2) Being disorganized

D. You create or contribute to your own time wasters.

1. Learn to say no. "Perhaps we can visit over lunch. I have work to finish right now."

2. Learn to delegate work if appropriate.

a. Delegate carefully.

b. Only delegate work if you have the authority to do so.

c. You usually do not have the authority to delegate work on an entry level job.

IV. Setting Goals

A. To determine goals, ask yourself what it is you want to accomplish.

B. Three types of goals

1. Short-term goals--something you can do today or in a few days

2. Medium-term goals--something you do in less than a year

3. Long-term goals--something that will take longer than one year to complete

C. Short-, medium-, and long-term goals are accomplished by setting aside time each day or during the week to work toward that goal.

D. You need to decide which goals and tasks are the most important and need to be done first.

1. You do this by setting priorities.

2. Priority setting is determining the relative importance of tasks.

V. Planning

- A. The key to good time management in planning.
- B. Planning enables you to decide how you are going to reach your goals.
- C. To plan properly, you need to:
  1. Define the tasks you need to do.
  2. Decide on the information and resources you need to use to reach your goal.
  3. Determine a time frame in which to complete the tasks.
     - a. The order in which events must occur
     - b. Deadlines for completing each task
- D. Use time management skills to help you set your plan into action.

VI. Time Management Skills

- A. Write "to do" lists, lists of everything that needs to be done.
- B. Schedule tasks for short-, medium-, and long-term goals into your daily schedule.
- C. When possible, finish one job at a time.
  1. Trying to complete several jobs at once can cause confusion.
  2. The result of trying to complete several jobs at once could be that none of the jobs are well done.
- D. Decide on a completion date for all assignments. Mark a calendar with these dates. Try to keep the calendar current.
- E. Eliminate unnecessary tasks.
- F. Be aware of and cut down on time wasters.
- G. Set aside time for daily planning. Reserve at least 15 minutes a day day to prepare your schedule for the next day.

GOALS

Short-Term Goals

Very specific short goals
covering a time period
of a few days to a week

Medium Term Goals

Cover a time period of less
than a year and are used to
achieve long range goals

Long Term Goals

Very general, flexible goals
covering a long period of time —
a year or more

UNIT VII

JOB SUCCESS

ACTIVITY SHEET 7--WORD FIND

Directions: Fill in the blanks below with the correct terms for the definitions below, and then circle the terms in the word find.

1. Your plan for the day __________ ______________
2. Doing your job or task well without wasting time, effort, or materials ______________________
3. Anything you need to use (Examples: information, people, books, etc.) to help you solve a problem ________________________
4. Confused and disordered ____________________
5. Giving the task to another person to do ______________________
6. Something thought of as being more important than something else ____________________
7. Handling your time in an efficient way ______________ ___________________
8. An aim or purpose that you try to reach _____________
9. To get rid of; to take out or remove ______ ____________ __

F	R	Z	Y	C	N	S	W	O	B	D	I	A	C	J	R	T	B	J	Z
K	B	E	T	R	D	E	Z	I	N	A	G	R	O	S	I	D	B	A	H
V	K	Y	D	A	Q	V	R	N	I	O	H	C	S	T	B	P	R	O	D
N	E	T	U	L	E	P	E	M	A	T	D	H	D	B	R	E	M	E	O
H	M	I	N	P	A	A	C	L	E	N	Q	A	U	F	I	T	L	S	C
E	I	M	L	E	D	G	X	Q	C	K	W	F	B	A	V	I	U	J	I
A	O	E	E	L	I	M	I	N	A	T	E	I	G	S	E	F	D	L	F
C	E	M	S	B	T	C	J	Y	W	H	K	Y	N	E	A	Q	M	C	E
F	C	A	I	J	Y	C	I	D	P	Z	J	D	L	C	R	F	G	T	Y
K	V	N	A	Z	E	L	V	F	U	L	T	U	K	R	L	W	Z	N	S
D	X	A	N	W	L	Y	U	X	F	B	D	X	H	U	O	K	H	T	G
T	M	G	Z	F	S	E	I	M	Y	E	R	M	V	O	L	I	D	U	E
H	Z	E	O	V	C	X	O	Y	H	E	O	Y	N	S	W	A	N	A	T
P	G	M	Z	U	H	E	G	C	V	W	W	X	H	E	L	K	P	N	X
X	O	E	N	R	X	I	S	I	C	P	R	I	O	R	I	T	Y	K	L
I	V	N	O	S	K	Y	A	T	R	Y	L	A	R	P	N	V	E	V	O
L	W	T	J	D	L	A	E	N	H	E	Q	D	L	V	Y	N	Q	Y	M
Q	M	P	T	I	M	D	T	R	D	A	A	F	Y	R	E	P	D	L	I
W	U	O	A	M	H	U	C	R	E	N	S	A	N	O	U	S	Y	R	Z
K	M	D	E	L	E	G	A	T	E	I	G	Z	R	J	P	A	T	E	S

JOB SUCCESS

ACTIVITY SHEET 8--GOALS

Directions: Answer the following questions about goals.

A. List two of your short-term goals.

1.

2.

B. Devise a plan on how to accomplish these short-term goals. Set priorities and determine what steps you need to do to reach your goals.

C. List one medium-term goal and one long-term goal.

1. Medium-term goal--

2. Long-term goal--

D. Pick one of the above goals in Section C, and decide on steps you need to do to accomplish the goal.

UNIT VII

JOB SUCCESS

UNIT TEST--PART 1

A. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. When scheduling an appointment, you should identify yourself to the person who answers the phone.

_____ 2. In dressing for the interview, you should wear something extreme so the employer will remember you.

_____ 3. Before the interview, find out all you can about the company.

_____ 4. On the application form, if you do not know an answer, leave it blank.

_____ 5. The purpose of an employment test is to demonstrate the skills you have.

_____ 6. When going to the interview, always take a friend.

_____ 7. If an offer is made to shake your hand during an interview, firmly shake the interviewer's hand.

_____ 8. Never sit down before the employer offers you a chair.

_____ 9. Avoid nervous habits during the interview.

_____ 10. The first paragraph in the follow-up letter should express your appreciation.

B. Complete the following statements by placing the letter of the correct answer in the space at the left.

_____ 1. In preparing for an interview, the first thing you should do is:

a. arrange for a friend to go with you

b. write a "thank you" letter

c. schedule an appointment

_____ 2. You should take the following items with you on a interview:

a. letter of application, personal inventory sheet, your resume, and your mother

b. resume, letters of recommendation, a pen and pad, correcting utensils, and word division manual

c. your resume, letters of recommendations, a pen or pencil, and six references

_____ 3. You may be required to:

a. fill out an application form

b. compose a letter

c. take an employment test

d. a and c

_____ 4. During the interview, you should:

a. be confident and relaxed

b. conduct the interview yourself

c. be truthful

d. let the interviewer close the interview

e. a, c, and d

_____ 5. The follow-up letter should:

a. thank the employer for the interview

b. reaffirm interest in the position

c. have at least three paragraphs

d. all of the above

e. none of the above

JOB SUCCESS

UNIT TEST--PART 2

A. Match the terms to their definitions by placing the correct letter in the space at the left.

_____ 1. Benefits

_____ 2. Ethical behavior

_____ 3. Evaluation

_____ 4. Loyalty

a. being true to someone or something

b. "extras" a company gives its employees such as holidays, medical insurance, vacation time, etc.

c. rating an employee's job performance (whether it is good or bad)

d. acting in a way that is right according to some system of morals

B. Answer the following statements True or False by placing a T for True or an F for False in the blanks at the left.

_____ 1. To behave in an honest and ethical way on the job is important to employers.

_____ 2. It is okay to take from the office pencils and pads of paper to use at home.

_____ 3. An employer expects an employee to be respectful of the rules.

_____ 4. As an honest and ethical employee, you should perform required duties even when the employer is not present.

_____ 5. Benefits are an accepted part of an employee's pay nowadays.

C. Identify the following as expectations of the employee or expectations of the employer by writing A for employee or B for employer in the space provided.

_____ 1. To be paid regularly for work

_____ 2. Loyalty

_____ 3. Performance--doing a good job

_____ 4. Training and instruction

_____ 5. Cooperation

_____ 6. Safe working conditions

_____ 7. Recognition of a job well done

_____ 8. Ability and willingness to follow directions

_____ 9. Evaluation of work

_____10. Initiative

_____11. Willingness to learn

_____12. Dependability

_____13. Benefits

_____14. Enthusiasm

_____15. Fair treatment--policies and rules should apply equally to all employees

JOB SUCCESS

UNIT TEST--PART 3

A. Match the statements to the correct time on the job by placing the letter in the space at the left.

a. The first week on the job
b. After the first month on the job

_____ 1. Find out exactly what is expected of you on the job.

_____ 2. Continue to be on time.

_____ 3. Ask your supervisor if you are meeting his/her expectations.

_____ 4. Be on time--don't start out with a bad impression.

_____ 5. Show initiative on the job.

_____ 6. Find someone willing to answer your questions.

_____ 7. Report your mistakes to your supervisor. Learn from your mistakes so that you will not make them again.

_____ 8. Ask for training or instruction in areas where you find your skills lacking.

_____ 9. Meet your co-workers and supervisor; be friendly, but don't spend too much time visiting.

_____10. Evaluate your own work performance. Where do you need to improve?

B. List 5 reasons why people lose their jobs.

1.

2.

3.

4.

5.

UNIT VII

JOB SUCCESS

UNIT TEST--PART 4

A. Match the terms related to time management to their definitions by placing the correct letter in the space at the left.

_____ 1. Daily schedule

_____ 2. Delegate

_____ 3. Disorganized

_____ 4. Efficient

_____ 5. Eliminate

_____ 6. Goal

_____ 7. Priority

_____ 8. Resources

_____ 9. Time management

a. handling your time in an efficient way

b. confused and disordered

c. something thought of as being more important than something else

d. your plan for the day

e. doing your job or task well without wasting time, effort, or materials

f. anything you need to use to help you solve a problem

g. to get rid of; to take out or remove

h. giving the task over to another person to do

i. an aim or purpose that you try to reach

B. List four time-management skills.

1.

2.

3.

4.

C. List and define three types of goals.

1.

2.

3.

D. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

____ 1. Time-management skills cannot be learned. You just do them naturally.

____ 2. A time waster is any activity that takes longer than it should.

____ 3. All time wasters are very obvious.

____ 4. You create or contribute to your own time wasters.

____ 5. You should only delegate work if you have the authority to do so.

____ 6. All of your tasks on the job need to be completed, so there is little benefit from setting priorities.

____ 7. Planning is the key to good time management.

____ 8. Planning enables you to decide how you are going to reach your goals.

____ 9. There is nothing you can do to eliminate time wasters, such as someone stopping by your desk to "visit."

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